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ABSTRACT

This guide was developed as part of a plan of action related to prevention of school-age pregnancy and was designed to help school personnel implement a program that fosters self-responsibility in all areas of living. A section on background information and a plan for action presents statistics on school-age pregnancy and its implications for Texas schools, and discusses goals and objectives of the Texas State Board of Education. The next section, Components of Instructional Programs, describes the program foundation and presents sample objectives which include essential elements, subelements, and sample objectives that relate to education for self-responsibility. Sample objectives are included in the areas of social studies (prekindergarten through grade 12); health education (prekindergarten through grade 12); science (kindergarten through grade 12); and vocational home economics. Administrative and management concerns are addressed in the final section which presents a list of district policies and examines the areas of personnel, community involvement, selection and adaptation of instructional materials, nurturing a supportive environment, and assistance for pregnant students and school-age parents. (NB)

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EDUCATION

FOR

SELF-RESPONSIBILITY

PREVENTION OF SCHOOL-AGE PREGNANCY

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EDUCATION FOR SELF-RESPONSIBILITY:

PREVENTION OF SCHOOL-AGE PREGNANCY

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FOREWORD

A state conference on Education for Self-Responsibility was conducted in February 1987. Education for Self-Responsibility: Prevention of School-Age Pregnancy was introduced at the conference and is designed to help school personnel implement a program that fosters self-responsibility in all areas of living. It is part of a plan of action related to prevention of school-age pregnancy that was adopted by the State Board of Education in 1986.

W. N. Kirby

Commissioner of Education

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BACKGROUND

INFORMATION

AND

PLAN FOR ACTION

THE STATISTICS

School-age pregnancy has dramatic implications for Texas schools. Statistics reveal:

- Each year one in 10 female adolescents becomes pregnant in this country. Forty-seven thousand adolescents gave birth in Texas in 1985, accounting for 15 percent of all live births. Of these births, 26 percent were second or subsequent births.

- In 1985, Texas was second in the nation in birth to females between ages 12 and 15.

- The ethnic distribution of teenage (defined as 19 and under) mothers giving birth in Texas in 1985 was 40 percent Anglo, 38 percent Hispanic, and 20 percent Black.

- According to information published in 1980 by the National Center for Health Statistics, the abortion rate for females under 15 years of age is five times that of females age 15-19.

- In 1976, 97 percent of adolescent mothers kept their babies or did not release them for adoption. That percentage has probably increased in the interim.

- Pregnancy is the most prevalent factor associated with female students dropping out of school. Eighty percent who become mothers by age 17 drop out and never complete high school. Ninety percent who are 15 and younger do not complete high school; 40 percent of this group fail to complete Grade 8.

- School-age fathers younger than 18 drop out of school at a rate of four in 10 rather than the eight or nine in 10 that characterizes school-age mothers.

- About 50 percent of all teenagers have sexual intercourse before graduating from high school.

- Three out of four teenage pregnancies are unintended.

- Teenage mothers are seven times more likely to attempt suicide than female adolescents who are not parents.

Research indicates that children of school-age parents are at great risk to repeat the problems their parents faced. Facts indicate that:

- Incidence of child abuse and neglect are higher among adolescent mothers. If not addressed, the pattern of abuse continues throughout the parenting years.

- Babies born to adolescents have lower birth weights and higher mortality rates than those born to older women. Low birth weight frequently indicates high risk for many infant health problems.

- Children of teens are more likely to live in single parent homes and to live in poverty. Seventy percent of families headed by single mothers 25 years of age and younger are classified below the poverty level.

- Children born to adolescents tend to have lower scores on intelligence tests and are more apt to repeat a grade in school.

- Eighty-two percent of girls who give birth at 15 or under are daughters of teenage mothers.

The costs borne by the public in serving school-age parents are high and diverse. For example, an estimated $330 million in first-year services to teen mothers and their babies were provided in 1985. Many school-age parents continue to rely on public assistance such as Aid to Families With Dependent Children (AFDC). About 60 percent of all AFDC recipients had their first children as teens. Special programs for pregnant adolescents and school-age parents are higher than the costs of other programs. In addition to these economic costs, the costs in lost human potential and aspirations cannot be calculated.

PLANNING FOR THE FUTURE: STATE BOARD OF EDUCATION GOALS

The Long-Range Plan for Texas Public School Education was approved by the State Board of Education in 1986. It includes goals and objectives related to reducing the number of students who drop out of school before graduation. The Board later adopted a plan for action entitled "Education for Self-Responsibility" that recognizes two factors as crucial in students' choice to leave school early. The factors are:

- pregnancy
- responsibilities of parenthood

The plan for action directs the Texas Education Agency to provide leadership for the following actions:

- emphasis on prevention of school-age pregnancy using existing essential elements in several content areas
- collaboration with community organizations in the identification of students at risk for dropping out of school
- establishment of a clearinghouse for dissemination of information about community resources
- dissemination of a publication that provides suggestions to school districts for establishing and maintaining programs
- provision of technical assistance
- presentation of a conference that generates statewide awareness of the implications of pregnancy and parenthood on the educational development of students

This publication is the first the Texas Education Agency has issued on the topic of self-responsibility. The publication is a central part of the Board plan of action. It provides information, ideas, and clarification that can help educators give specific direction to programs. The main points discussed are that:

- the plan of action should not be construed as a message to students that either abortion or contraception is a substitute for responsibility
- the authority for selecting instructional objectives and strategies lies with each school district
- schools and community agencies are encouraged to cooperate in planning and implementing a program

- the plan of action should not be construed as a message to parents that instruction minimizes their rights and responsibilities as the primary sex educators of their children

- teachers should be adequately prepared to address content related to social, emotional, physical, and intellectual aspects of responsibility

- instruction should reflect an atmosphere that acknowledges the curiosity that adolescents have about sex, that promotes the dignity of human reproduction, and that encourages and supports the decisions of adolescents to delay sexual activity until they are prepared to accept its responsibilities

- elementary instruction that emphasizes responsibility in all areas of living forms an ideal basis for specific instruction about responsibility related to sexual behavior

- school district efforts are most effective when directed toward both male and female students

School-age parents, especially mothers, attest to the traumatic disruption of their lives that accompanies bearing and rearing children. Many mothers admit that they were sexually involved before they were knowledgeable about the financial insecurity, frequent health problems, potential for child abuse, and other difficulties that often accompany school-age pregnancy and parenthood. They had not examined the negative impact of pregnancy or parenthood on their own lives or on healthy, caring relationships. For this reason, one of the most important facets of an instructional program is to provide a model for examining one's own aspirations objectively and, as often as possible, prior to being faced with a choice about sexual activity. Prior examination of the negative aspects of early sexual involvement counteracts the highly romanticized messages the media projects.

Instructional programs can also help students identify the motive of exploitation in early sexual activity. For example, the sexual attitudes of adolescent males and females differ markedly. Many males seek early sexual involvement as a symbol of manhood while many females seek security. Understanding these contradictory points of view can reduce the likelihood of exploitation. Furthermore, the intention by some adolescent females to bear children as a way of satisfying their own needs for love and affection emphasizes the importance of establishing a healthy self-concept long before sexual activity begins.

Educators should respect the privacy of individuals and families and recognize cultural and religious diversity in a community. This requires clear communication and attention to detail as planning takes place. Suggestions for clear communication during the planning process appear in the section of this publication entitled Community Involvement.

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COMPONENTS

OF

INSTRUCTIONAL PROGRAMS

ESSENTIAL ELEMENTS, THE PROGRAM FOUNDATION

A systematic process of curriculum improvement began with House Bill 246 and is being implemented in the schools according to State Board of Education rule as described in Title 19, Chapter 75 of the Texas Administrative Code. Since 1981, educators have examined the total curriculum and determined those elements that are essential and that provide ample opportunities for local program building. Educators have agreed that the essential elements are generally satisfactory. Educators agree that the mandated essential elements are all necessary and that self-responsibility can be taught adequately within the parameters of Chapter 75.

Locally written objectives related to the essential elements for several content areas at all grade levels can comprise a program of education for self-responsibility. The State Board of Education recommended examination of social studies, science, vocational home economics, and health for essential elements that make direct references to self-responsibility.

While these content areas are not the only ones appropriate for such a study, they clearly demonstrate the relationship between the essential elements and the goal, education for self-responsibility. The close relationship of objectives to self-responsibility is apparent and logical in disciplines such as science, social studies, and health. When a content area is considered for inclusion in a district plan for educating students about self-responsibility, the relationship should be readily apparent. If appropriate essential elements have been selected, only a small amount of time is needed to establish the link between self-responsibility and the related objectives.

Elementary educators will have little difficulty integrating instruction about self-responsibility across several content areas. However, because of departmentalized instruction, integration will be more complex in secondary schools. Individual school districts have no obligation to select instructional objectives for education for self-responsibility from all the content areas identified in the State Board plan for action. In fact, objectives should be selected with careful attention to the students' perception of the program. Perhaps one or two content areas would be selected as those in which key concepts are introduced. If this is done, instructors can reinforce the concepts in other content areas as appropriate. This practice reduces labeling one program a "sex education" program and promotes a healthy concern across the curriculum for the total development of students.

Elective courses offer unique opportunities for specialized instruction. Vocational home economics courses offer opportunities for examining some topics that may be considered inappropriate for general instruction. Elective courses should extend and not replace instruction about self-responsibility. The State Board of Education intends that both required courses and electives provide excellent opportunities for education for self-responsibility.

One thing is certain: scattering objectives throughout the instructional program results in a disorderly, unfocused approach to instruction. The results are instructional duplication or gaps, confused students, uncommitted teachers, and misinformed parents. An effective program includes articulation between grade levels and coordination among departments.

The essential elements are the foundation of all instructional programs to which local objectives can be added. Title 19, Chapter 75 of the Texas Administrative Code, Rules for Curriculum (Texas Education Agency Publication AD6 370 05), directs school districts to extend programs beyond the essential elements, encouraging reflection of the unique characteristics of each community in the school's programs. Programs should maintain the integrity of each content area because concepts and skills central to one content area are most effectively taught in their appropriate context.

SAMPLE OBJECTIVES

The following section includes essential elements, subelements, and sample objectives that relate to education for self-responsibility. The objectives illustrate a broad range of possibilities for providing an instructional focus. Examining, changing, eliminating, and adding to these objectives might be a beneficial process in districts in which uncertainty about the appropriate scope of the program exists.

SOCIAL STUDIES, PREKINDERGARTEN - GRADE 6

Prekindergarten

COGNITION DEVELOPMENT

ESSENTIAL ELEMENT (1). Identifying.

(D) The student shall be provided opportunities to discuss ways people can help each other.

sample objectives. The student will:

- discuss stories that describe how family members interact and help one another
- recognize that helping someone else usually involves making choices

(G) The student shall be provided opportunities to identify basic economic wants (food, clothing, shelter) of people.

sample objectives. The student will:

- participate in learning center activities that emphasize pleasant choices between pleasant alternatives

. participate in learning center activities that emphasize planning

. participate in learning center activities that relate choices to pleasant and unpleasant consequences (e.g., failing to cover a sneeze and exposing others to germs)

(K) The student shall be provided opportunities to identify individuals who help students learn (family members, teachers, etc.).

sample objective. The student will identify trustworthy adults who help them learn about care of the body. (e.g., dentist, physician, nurse, parent).

Kindergarten

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(A) The student shall be provided opportunities to recognize need to finish assigned tasks.

sample objectives. The student will:

. participate in learning center activities that emphasize privileges earned by finishing assigned tasks

. demonstrate ability to dress self, comb hair, brush teeth, keep personal space neat and orderly without assistance, and help with classroom chores

. discuss the feeling of accomplishment that accompanies finishing assigned tasks

. discuss ways people can help each other

. relate the actions of parents, teachers, and other trustworthy adults to their responsibility for helping children learn and grow

. relate the jobs of community helpers, such as police officers, fire fighters, and mail carriers, to a safe, healthy, and orderly environment for children

(C) The student shall be provided opportunities to discuss socially acceptable and unacceptable behavior.

sample objectives. The student will:

. recognize the rights of everyone to have privacy

. respect the privacy of others

. recognize examples of privacy

ESSENTIAL ELEMENT (2). The American economic system.

(B) The student shall be provided opportunities to understand the ways basic economic wants of family members are met.

sample objective. The student will compare the concepts of earning and spending.

Grade 1

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(A) The student shall be provided opportunities to identify positive traits of self and others.

sample objectives. The student will:

. recognize personal responsibility as a desirable trait

. recognize independent action as a positive trait of both males and females

. express expectations without gender bias (e.g., acknowledging academic achievement, participation in sports, artistic ability, economic independence, parental responsibility, etc., as expectations for both males and females)

(B) The student shall be provided opportunities to identify and accept one's classroom responsibilities.

sample objectives. The student will:

. recognize school work as a personal responsibility

. classify education as a long-term commitment

. recognize responsibility for allowing classmates to work undisturbed

(C) The student shall be provided opportunities to contribute to group activities.

sample objectives. The student will:

. communicate original ideas of responsible actions

. listen to other people's ideas of ways to take responsible action

(D) The student shall be provided opportunities to discuss positive traits of friendship.

sample objectives. The student will:

. recognize friendship as both a responsibility and a benefit

. examine the characteristics of a good friend

. recognize that friends do not agree about everything

. discuss irresponsible acts that hinder friendship

(E) The student shall be provided opportunities to complete assigned tasks.

sample objectives. The student will:

. describe the process of completing familiar tasks such as school assignments or classroom jobs

. compare the positive feeling associated with completing tasks to the unpleasant feeling of failing to complete them

(F) The student shall be provided opportunities to discuss actions as honest or dishonest, fair or unfair.

sample objectives. The student will:

. classify behaviors as honest or dishonest, fair or unfair

. relate confusion and uneasiness to dishonesty and unfairness

ESSENTIAL ELEMENT (2). The American economic system.

(D) The student shall be provided opportunities to recognize the necessity of making economic choices among alternatives.

sample objectives. The student will:

. discuss the benefits and limitations of two positive alternatives that relate to responsibility

. recognize trade-off as an innate characteristic of making choices (e.g., responsible food choices)

. predict the benefits of setting aside resources to use later

ESSENTIAL ELEMENT (6). Psychological, sociological, and cultural factors affecting human behavior.

(A) The student shall be provided opportunities to describe how family members provide for each other's social needs.

sample objectives. The student will:

. identify characteristics of communication in families and between friends that allows the social needs of all members to be met

. discuss responsibility for sharing objects with friends and family members

(B) The student shall be provided opportunities to describe similarities and differences among people.

sample objectives. The student will:

. recognize similarities and differences of self and friends

. relate the similarities and differences of people to the positive process of forming friendships

Grade 2

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(A) The student shall be provided opportunities to explain acceptable ways of dealing with individual and group conflict.

sample objectives. The student will:

. recognize the value of various people having different points of view about ways to act responsibly

. relate the term "conflict" to familiar situations such as siblings who share a bedroom or friends who want to play different games

. differentiate between aggressive behavior and more responsible ways to resolve conflict, such as compromise, assertive communication, or negotiation

. select healthy strategies for resolving conflict with peers, family members, and others

. identify examples of responsible compromise

(B) The student shall be provided opportunities to accept responsibility for one's actions.

. recognize examples of responsible and irresponsible actions and their consequences

. relate responsible or irresponsible actions to their consequences

. recognize the difference between short-term and long-term consequences of actions

. recognize the need to predict responsible actions beyond the immediate effects of responsible or irresponsible choices

(C) The student shall be provided opportunities to volunteer for leadership activities.

sample objectives. The student will:

. recognize leadership activities as opportunities for learning useful and enjoyable skills that characterize responsible people

. recognize appropriate and responsible ways to ask for adult help

. understand the responsibilities of specific leadership positions

. discuss consequences when a leader takes irresponsible actions

. practice responsible strategies of conflict resolution such as asking questions to get full information before taking action

(D) The student shall be provided opportunities to follow standards of honesty and fairness.

sample objective: The student will:

. relate honesty and fairness to positive self-concept

. recognize that honesty and fairness apply to everyday choices

ESSENTIAL ELEMENT (6). Psychological, sociological, and cultural factors affecting human behavior.

(B) The student shall be provided opportunities to describe responsibility involved in maintaining family traditions and customs.

sample objective: The student will identify one's own responsibility in maintaining enjoyable traditions

(C) The student shall be provided opportunities to know common responsibilities of family members in any culture.

sample objective. The student will relate own responsibilities to those of age peers in other environments such as friends or relatives who live in another town.

Grade 3

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(A) The student shall be provided opportunities to understand that individuals have the right to hold differing viewpoints.

sample objectives. The student will:

. identify two or more points of view that arise in discussions about responsibility for complying with school rules

. explore the reasons for which people hold divergent points of view about topics familiar to the student

. recognize responsibility to show respect for the point of view of other people

(B) The student shall be provided opportunities to identify students' responsibilities to the community and state.

sample objectives. The student will:

. understand that it is the responsibility of citizens to pay taxes for schools

. recognize own responsibility to care for public property such as school property

. predict the process by which the responsible students who are presently in school will become the adult citizens of the next generation and will vote and serve in public office

ESSENTIAL ELEMENT (6). Psychological, sociological, and cultural factors affecting human behavior.

(B) The student shall be provided opportunities to describe how individuals and families change over time.

sample objectives. The student will:

. place pictures of famous people in sequence as they grow, mature, and assume responsible roles in life

. relate terms such as "grandparent, parent, and child" to the link from generation to generation and to responsibility to succeeding generations

. explore biographical sketches of famous people who prepared themselves to take responsibility through education

. relate being a parent to responsibility

Grade 4

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(A) The student shall be provided opportunities to accept the responsibilities of membership in various groups.

sample objectives. The student will:

. contribute to preparing a file of youth organizations, the responsibilities of their members, and the benefit derived by the members

. support individuals' rights to have differing opinions

. practice communication techniques that allow students with differing opinions to discuss topics related to self-responsibility

. practice communication techniques that promote responsible cooperation without threatening independent thinking

(C) The student shall be provided opportunities to explain how groups influence individual behavior.

sample objective. The student will list how irresponsible peers might try to keep a person from associating with other people because of their appearance, social backgrounds, or beliefs.

ESSENTIAL ELEMENT (6). Psychological, sociological, and cultural factors affecting human behavior.

(A) The student shall be provided opportunities to describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups.

sample objectives. The student will:

. participate in a simulation of responsible behavior central to another culture

. describe the process of determining what actions are responsible in new, unfamiliar situations

Grade 5

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(B) The student shall be provided opportunities to respect the right of others to behave in ways consistent with personal and societal value systems.

sample objectives. The student will:

. describe several ways to demonstrate responsible behavior when faced with personal choices

. compare several courses of action to standards for responsible behavior

. describe ways of showing respect for the responsible behavior of other people

(C) The student shall be provided opportunities to follow standards of ethical and moral conduct.

sample objectives. The student will:

- relate the moral and ethical standards of well-known people to their respective cultures
- describe possible courses of action when one's moral and ethical standards conflict with the culture
- interpret the actions of admired historical and contemporary individuals whose moral and ethical standards conflicted with the culture
- relate several responsible courses of action to their consequences

Grade 6

ESSENTIAL ELEMENT (1). Personal, social, and civic responsibilities.

(C) The student shall be provided opportunities to respect the right of individuals to hold different political and religious beliefs.

- contrast examples of respect for different responsible actions to examples of agreement about actions
- describe behavior that illustrates tolerance of different points of view

ESSENTIAL ELEMENT (6). Psychological, sociological, and cultural factors affecting human behavior.

(B) The student shall be provided opportunities to identify basic institutions common to all cultures.

sample objectives. The student will:

- compare the responsibilities of parents and children in various cultures
- explore the change in responsibility that is associated with the transition period between childhood and adolescence in various cultures
- investigate laws and rules that protect children and that emphasize the responsibilities of adults
- explore common customs in the American culture that mark the end of childhood

(C) The student shall be provided opportunities to describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior.

sample objectives. The student will:

- compare common rules in elementary schools to common rules in junior high schools
- compare the consequences of specific choices related to school rules for elementary schools and junior high schools
- explore the gradual process of increasing responsibility coupled with increasing rights
- differentiate between short-term and long-term consequences of choices.

SOCIAL STUDIES, GRADES 7-8

Social Studies Attitudes, Values, and Skills for Citizenship

ESSENTIAL ELEMENT (1). Respect for self and others.

(A) The student shall be provided opportunities to respect beliefs of other individuals, groups, and cultures.

sample objectives. The student will:

- explore the basis for cultural mores related to marriage, child rearing, and education in the U.S.A.
- be aware that some things are valued more in some groups and cultures than in others
- compare values held by various groups concerning marriage, child rearing, and education
- recognize how societal values affect individual beliefs and attitudes
- explore subliminal sexual messages in advertising
- compare gender stereotypes for males and females
- examine strategies for countering outside pressure to behave inconsistently with personal values

(D) The student shall be provided opportunities to recognize that individuals must accept the consequences of their decisions.

sample objective. The student will match ways to use leisure time to their risks and benefits.

SOCIAL STUDIES, GRADES 9-12

Psychology

ESSENTIAL ELEMENT (2). Human growth, development, and behavior.

(A) The student shall be provided opportunities to explain stages of human growth and development.

sample objectives. The student will:

- relate maturation to gradual increase in responsibility
- relate the commitment of parents to the social, economic, moral, and educational needs of their children

ESSENTIAL ELEMENT (3). Development of the individual.

(A) The student shall be provided opportunities to analyze the development of self-concept.

sample objective. The student will describe the roles of key adults in fostering self-concept of children.

(B) The student shall be provided opportunities to understand relationships of individuals with other individuals and with groups.

sample objective. The student will describe examples of ways to address both individual needs and family needs simultaneously.

(C) The student shall be provided opportunities to establish individual long- and short-range goals.

sample objectives. The student will:

- compare short-range goals of school-age parents to those of students who are not parents
- compare long-range goals of school-age parents to those of students who are not parents

Sociology

ESSENTIAL ELEMENT (2). Culture, socialization, groups, and institutions.

(A) The student shall be provided opportunities to explain the processes of socialization.

sample objective. The student will describe the role of parents in the socialization of children.

(C) The student shall be provided opportunities to analyze social institutions, their structures and functions.

sample objective. The student will describe unique functions of families in the process of nurturing children.

(D) The student shall be provided opportunities to understand the roles of beliefs, mores, traditions, and folkways in a culture.

sample objective. The student will relate cultural restrictions on sexual behavior to the risks that are minimized by them.

(E) The student shall be provided opportunities to analyze social problems in selected cultures.

sample objective. The student will interpret data about the social impact of school-age pregnancy on the student's community.

(F) The student shall be provided opportunities to analyze roles of people in various situations and relationships.

sample objective. The student will compare traditional standards of sexual behavior for males and females.

ESSENTIAL ELEMENT (3). Communications.

(B) The student shall be provided opportunities to understand the impact of media on groups.

sample objective. The student will compose media messages that encourage parents to serve as the primary sex educators of their children.

ESSENTIAL ELEMENT (4). Cultural development and change.

(A) The student shall be provided opportunities to understand causes of cultural and social change.

sample objective. The student will describe the historical development of the customs of dating, "going steady," and engagement.

(B) The student shall be provided opportunities to analyze the impact of science and technology upon people and cultures.

sample objective. The student will describe the factors that must be considered when decisions about sexual intercourse with and without contraception are being made.

(C) The student shall be provided opportunities to describe the effects of cultural contact and diffusion.

sample objective. The student will identify ways to preserve mores that promote healthy interdependence of family members.

Advanced Social Science Problems

This course presents an excellent opportunity for students to explore, with parental permission, controversial social issues related to prevention of school-age pregnancy. Among the topics that can be addressed are:

- gender role expectations for females and males in the U.S.A.
- historical comparison of the incidence of school-age pregnancy before and after the 1960's
- the economic costs of school-age pregnancy to communities
- historical comparison of public assistance programs for pregnant students, school-age parents, and their children
- legal responsibilities of school-age parents and their parents
- educational impact of school-age pregnancy and parenthood

The course is designed to give students an opportunity to apply knowledge and skills of the social sciences to a variety of issues. Issues or problems selected for study should have both contemporary and historical perspective and should be examined within the framework of any one or more of the social sciences, i.e., history, geography, citizenship, economics, psychology, and sociology.

HEALTH, PREKINDERGARTEN-GRADE 6

Prekindergarten

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to demonstrate self-help skills by being responsible for personal hygiene.

sample objective. The student will locate school facilities used for personal hygiene (e.g., sink, paper towels, restroom).

(A) The student shall be provided self-help skills by learning about the parts of the body and what they do.

sample objective. The student will relate parts of the body to their functions.

(A) The student shall be provided opportunities to demonstrate self-help skills by expanding vocabulary to include health terms.

sample objective. The student will replace expressions related to reproductive organs with accurate terms.

(B) The student shall be provided opportunities to develop a healthy self-concept reflected by accepting failure as well as successes by self.

sample objective. The student will separate mistakes from unworthiness as a human being.

(B) The student shall be provided opportunities to develop a healthy self-concept reflected by willingness to try again after failure.

sample objective. The student will discuss healthy ways to proceed after making mistakes.

(B) The student shall be provided opportunities to develop a healthy self-concept reflected by taking pride in own work.

sample objective. The student will display products of learning center activities for parents and other caring adults.

(B) The student shall be provided opportunities to develop a healthy self-concept reflected by expressing strong emotions safely.

sample objective. The student will match strong emotions to examples of healthy expression of them.

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interactions between individuals.

(A) The student shall be provided opportunities to demonstrate adjustment to the school setting by recognizing that he or she is one of many.

sample objective. The student will take turns using learning center materials.

(A) The student shall be provided opportunities to demonstrate adjustment to the school setting by participating in leadership as well as follower roles.

sample objective. The student will behave courteously when participating in group activities.

(B) The student shall be provided opportunities to demonstrate self-discipline by demonstrating appropriate independent as well as group behavior.

sample objective. The student will recognize and respond positively to the teacher's request for quiet time.

(C) The student shall be provided opportunities to observe and follow home/school safety rules and procedures by knowing what to do when strange or familiar adults behave inappropriately (abuse).

sample objective. The student will demonstrate assertive responses to adult or teenage behavior that makes the child uncomfortable or afraid.

Kindergarten

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to identify daily practices that promote self-concept.

sample objective. The student will take responsibility for neatness of personal storage space in the classroom.

Grade 1

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to identify daily practices that promote self-concept.

sample objective. The student will recognize own right to express opinions courteously.

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(B) The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

sample objective. The student will identify ways to assist in reaching selected family goals.

Grade 2

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to identify daily practices that promote self-concept.

sample objective. The student will identify examples of growing independence.

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(B) The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

sample objective. The student will identify parents as sources of help when afraid or confused.

Grade 3

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The students shall be provided opportunities to identify daily practices that promote self-concept.

sample objective. The student will identify daily grooming habits that enhance personal appearance.

ESSENTIAL ELEMENT (2) Health-related concepts and skills that involve interaction between individuals.

(B) The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

sample objective. The student will recognize that the needs of children are important to parents.

Grade 4

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to identify daily practices that promote self-concept.

sample objectives. The student will:

. demonstrate self-expression using effective communication skills

. differentiate between appropriate and inappropriate ways to show affection

- demonstrate assertiveness when communicating with peers
- compare healthy and unhealthy ways of expressing feelings
- identify emotional needs common to all people
- describe healthy ways to meet emotional needs
- identify ways to promote positive perception of self

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(A) The student shall be provided opportunities to recognize benefits and limitations of advertising as it relates to selection of health services, products, and practitioners.

sample objective. The student will compare advertising messages that provide information to advertising messages that attempt to appeal to emotional needs for love and affection.

(C) The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

sample objectives. The student will:

- identify personal contributions as a family member
- recognize ways family members can meet one another's need for love and acceptance

ESSENTIAL ELEMENT (3). Health-related concepts and skills that affect the well-being of people collectively.

(A) The student shall be provided opportunities to recognize scope of services provided by community health agencies.

sample objective. The student will describe the ways youth groups help students develop self-confidence and other personal skills that enable them to accept responsibility for their actions.

Grade 5

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to identify daily practices that promote self-concept.

sample objectives. The student will:

. identify positive personal traits and characteristics

. discuss the normal variances in growth and development of pre-adolescents

(G) The student shall be provided opportunities to identify ways to care for the principal body systems.

sample objectives. The student will:

. identify the role of the endocrine system in changes during puberty

. identify physical changes in males and females during puberty

. identify structure, function, and care of the male reproductive system

. identify structure, function, and care of the female reproductive system

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(A) The student shall be provided opportunities to recognize benefits and limitations of advertising as it relates to selection of health services, products, and practitioners.

sample objective. The student will explore the advertising claims for products used by adolescents to improve personal appearance (toothpaste, skin care products, shampoos, etc.).

(C) The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

sample objectives. The student will:

. identify parents as important confidants for questions or concerns about adolescence

. list the responsibilities and tasks involved in nurturing a baby

. recognize that adolescents are rarely ready to take on the responsibility of being parents

. identify the role of parents in providing material and emotional support

describe how personal actions affect the family

ESSENTIAL ELEMENT (3). Health-related concepts and skills that affect the well-being of people collectively.

(A) The student shall be provided opportunities to identify locally available voluntary health agencies.

sample objective. The student will explore the range of local voluntary agencies that provide opportunities for adolescents to serve in voluntary capacities that promote development of responsibility.

Grade 6

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to identify daily practices that promote self-concept.

sample objective. The student will apply effective communication skills to responsibilities at home and school.

(G) The student shall be provided opportunities to identify ways to care for the principal body systems.

sample objective. The student will relate care of the reproductive system to total health.

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(A) The student shall be provided opportunities to recognize a logical process of selecting health services, products, and practitioners.

sample objective. The student will relate the steps of a commonly accepted deicision-making model to the process of selecting health services, products, or practitioners that are needed by adolescents (e.g., dietitians, physical education specialists, gynocologists, opthalmologists, dentists, dermatologists, public health clinics, protective equipment for sports, eye glasses, cosmetics, skin or hair care products, etc.).

(C) The student shall be provided opportunities to recognize the health of the family is dependent upon the contributions of each of its members.

sample objective. The student will recognize ways the unique needs of adolescents can be addressed by family members.

ESSENTIAL ELEMENT (3). Health-related concepts and skills that affect the well-being of people collectively.

(A) The student shall be provided opportunites to relate the system of health services provided by government to the health needs of people.

sample objectives. The student will:

- relate the rules governing the Supplemental Food Program for Women, Infants, and Children (WIC) to the health needs of pregnant females and young children
- explore the range of public assistance for families
- relate the services offered by public health clinics to prevention and control of sexually transmitted diseases, to information about contraception, and to care of pregnant women, infants, and children
- explore the range of publicly provided counseling services available to all adolescents in the community
- explore the publicly provided counseling services available to school-age parents in the community

HEALTH EDUCATION, GRADES 7-8

Health Education

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(B) The student shall be provided opportunities to describe sources of stress and analyze various ways of handling stress.

sample objective. The student will relate delay of sexual involvement to control of stressful concerns about possible pregnancy, paternity, sexually transmitted diseases, and reputation.

(C) The student shall be provided opportunities to recognize that daily health practices affect confidence and achievement, social development, and wellness.

sample objective. The student will relate honest communication about responsibility for decisions about sexual involvement to healthy relationships with peers.

(F) The student shall be provided opportunities to recognize own personal attributes and attitudes.

sample objective. The student will relate curiosity about sexuality to normal human development.

(G) The student shall be provided opportunities to discriminate between responsible and irresponsible choices that affect personal health.

sample objective. The student will recognize the range of possible consequences for both males and females of early sexual involvement.

(H) The student shall be provided opportunities to recognize body systems and their functions.

sample objective. The student will relate the endocrine system to development of secondary sex characteristics of males and females.

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interactions between individuals.

(C) The student shall be provided opportunities to investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases.

sample objective. The student will relate the high incidence of sexually transmitted diseases among adolescents to casual sexual involvement.

(D) The student shall be provided opportunities to predict effects on health of using products unwisely.

sample objective. The student will recognize that some contraceptive methods fail to provide protection against sexually transmitted diseases.

(E) The student shall be provided opportunities to make a plan of action for selecting health services, products, and practitioners.

sample objective. The student will recognize the need for immediate medical care if pregnancy is suspected to protect the health of both the mother and child.

(F) The student shall be provided opportunities to demonstrate communication skills that foster healthy relationships.

sample objective. The student will describe reasonable expectations of the responsibility of both males and females for preventing pregnancy.

(G) The student shall be provided opportunities to differentiate responsibilities of individuals at various stages of maturity.

sample objective. The student will relate physical maturity to the need to take responsibility for decisions about sexual involvement.

(H) The student shall be provided opportunities to investigate influence of other persons on an individual's attitudes, interests, and needs.

sample objective. The student will recognize common examples of persuasion used by males and by females to persuade other people to become sexually involved with them.

ESSENTIAL ELEMENT (3). Health-related concepts and skills that affect the well-being of people collectively.

(D) The student shall be provided opportunities to identify local public health agencies resources.

sample objective. The student will recognize public health clinics as sources of information about human sexuality and reproductive health.

(E) The student shall be provided opportunities to identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

sample objective. The student will describe the process of investigation and treatment of sexually transmitted diseases in the community.

HEALTH EDUCATION, GRADES 9-12

Health Education

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to understand the care of body systems and their functions.

sample objectives. The student will:

- relate the effects of sexually transmitted diseases to future reproductive capability
- relate the use of protective equipment used in sports to protection of reproductive organs
- compare indicators of reproductive health for people who do and do not use drugs such as marijuana (tetrahydrocannabinol) and cocaine
- describe the range of possible premenstrual and menstrual changes that are possible for healthy females

- recognize the relationship of minimal premenstrual and menstrual discomfort to a consistent pattern of daily health practices

- identify ways to prevent and early signs of toxic shock syndrome

- summarize the findings of respected investigators concerning the perceived responsibility of males to delay sexual involvement, to prevent conception, and to prevent transmission of communicable diseases

- summarize the findings of respected investigators concerning the perceived responsibility of females to delay sexual involvement, to prevent conception, and to prevent transmission of communicable diseases

(B) The student shall be provided opportunities to relate personal behavior to wellness

sample objectives. The student will:

- predict the emotional trauma that can accompany unplanned conception

- identify the health risks that can be minimized by the use of some forms of contraception

- identify the health risks that can be eliminated by avoiding premature sexual involvement

- recognize that personal lifetime priorities relate directly to decisions about early sexual involvement

- relate decisions about sexual behavior to the emotional development of adolescents and adults

- relate decisions to avoid or discontinue casual sexual involvement to development of self-esteem for most adolescents and adults

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(A) The student shall be provided opportunities to analyze messages of advertising for health products and services.

sample objectives. The student will:

- identify subliminal advertising messages that promote early sexual involvement

- relate the subliminal promotion of early sexual involvement in advertisements to the level of self-esteem of the consumer

. summarize the effectiveness and side effects of the use of specific forms of contraception

(B) The student shall be provided opportunities to investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases.

sample objectives. The student will:

. classify sexually transmitted diseases according to incidence, severity, and response to medical treatment

. recognize that treatment for a sexually transmitted disease does not prevent re-infection or infection by other organisms

. relate casual sexual involvement to high incidence of sexually transmitted diseases

. recognize early signs of possible infection

. describe the process of seeking treatment for sexually transmitted diseases

. relate notification of previous sexual partners to control of sexually transmitted diseases

. relate the use of some contraceptive devices to protection against some sexually transmitted diseases

. relate avoidance of premature sexual involvement to prevention of sexually transmitted diseases

(C) The student shall be provided opportunities to demonstrate responsible behavior in prevention and control of diseases and promotion of health.

sample objectives. The student will:

. discuss ways to counter pressure from peers to become sexually active

. discuss the types of pressure that are commonly used by males to persuade females to engage in sexual behavior with them

. discuss the types of pressure that are commonly used by females to persuade males to engage in sexual behavior with them

ESSENTIAL ELEMENT (3). Health-related concepts and skills that affect the well-being of people collectively.

(B) The student shall be provided opportunities to be aware of community health resources and activities.

sample objectives. The student will:

. compile a directory of community agencies that serve adolescents

. discuss the programs of local youth organizations that have as a goal the improvement of adolescents' self-esteem

(C) The student shall be provided opportunities to identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

sample objectives. The student will:

. describe the process of seeking and receiving treatment for sexually transmitted diseases

. describe sources of information about prevention of sexually transmitted diseases

. describe the effectiveness of treatment for various sexually transmitted diseases

(D) The student shall be provided opportunities to describe the wide range of resources designed to protect and promote the well-being of people.

sample objectives. The student will:

. relate specific sources of help for adolescents to the range of philosophies about delay of sexual involvement for adolescents, contraception, and health care for sexually active adolescents

. identify community sources of assistance to parents for discussing human reproduction with their sons and daughters

(E) The student shall be provided opportunities to investigate current health issues.

sample objectives. The student will:

. compare the incidence of low birth weight babies of adolescent mothers to the incidence of low birth weight babies of mothers older than 19 years

. project the public health and welfare costs of protecting children of adolescent parents who need public assistance

. identify reliable sources of information about Acquired Immune Deficiency Syndrome

. investigate the public health implications of widespread failure to use contraceptives to prevent unplanned conception

Advanced Health Education

ESSENTIAL ELEMENT (1). Concepts and skills that foster individual personal health and safety.

(A) The student shall be provided opportunities to emphasize health as a personal priority.

sample objectives. The student will:

. relate health status to the prospect of achieving life goals

. describe the difficulty adolescent parents have in making progress toward their individual goals

(B) The student shall be provided opportunities to practice critical thinking and rational problem solving.

sample objectives. The student will:

. determine the fallacies of the reasons some adolescents give for failing to use contraception and for engaging in casual sexual behavior

. investigate the reasons some parents give for failing to provide information about human reproduction to their sons or daughters

(C) The student shall be provided opportunities to relate personal health to personal, educational, and professional achievement.

sample objectives. The student will:

. draw inferences from statistics about the school drop out rate among pregnant adolescents and school-age parents

. compare the costs of rearing a child to projected income of adolescents who drop out of school before graduation

(D) The student shall be provided opportunities to investigate current health and safety issues.

sample objectives. The student will:

. relate family violence to maturity of parents

. relate incidence of congenital birth defects to age of mother

ESSENTIAL ELEMENT (2). Health-related concepts and skills that involve interaction between individuals.

(A) The student shall be provided opportunities to use a systematic approach to acquire health information.

sample objectives. The student will:

. interview community care givers about the services they offer to adolescents

. prepare written guidelines for adolescents to use to locate community caregivers in the community

(B) The student shall be provided opportunities to improve skills in assessment of the value of health products and services.

sample objectives. The student will:

. describe biochemical tests for determination of paternity

. summarize research findings concerning various methods of contraception

. describe mental health and physical health services frequently needed by pregnant adolescents and young parents

(C) The student shall be provided opportunities to relate giving and receiving love and maintaining friendships to consideration for the well-being of others and to personal well-being.

sample objectives. The student will:

. contrast sexual exploitation and caring

. describe the range of possible consequences to a caring relationship of early sexual involvement

(D) The student shall be provided opportunities to project the effects of personal choices on the quality of life, now and in the future.

sample objectives. The student will:

. predict the consequences of high-risk couples failing to obtain genetic counseling

. predict the consequences of the spiraling number of births to adolescents

ESSENTIAL ELEMENT (3). Health-related concepts and skills that affect the well-being of people collectively.

(A) The student shall be provided opportunities to describe the wide range of resources designed to protect and promote the well-being of groups of people.

sample objectives. The student will:

. compare public policies of various states and countries regarding economic assistance to school-age parents

. analyze the history of law enforcement related to child support

(B) The student shall be provided opportunities to use systematically acquired, comprehensive health information while making choices that affect personal health and the health of society.

sample objectives. The student will:

. investigate the testimony presented by citizens in public hearings about laws related to payment of child support, provision of economic aid to young parents, and child protective services

. interview public officials who promote public policy related to school-age pregnancy

(C) The student shall be provided opportunities to identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

sample objectives. The student will:

. investigate the official positions of physicians' organizations concerning the provision of information about contraception to adolescents

. analyze the costs and benefits of public health clinics that provide contraceptive information or services to adolescents

SCIENCE, KINDERGARTEN-GRADE 6

Kindergarten

ESSENTIAL ELEMENT (2). The use of skills in acquiring data through the senses.

(C) The student shall be provided opportunities to observe events and changes in the environment.

sample objective. The student will describe how adult animals care for their offspring.

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify objects by comparing similarities and differences.

sample objectives. The student will:

. match adult animals to their offspring

. describe differences between things that are alive and things that are not alive

. classify class members as either boys or girls

. describe differences and similarities between adult animals and their offspring

(C) The student shall be provided opportunities to arrange events in sequential order

sample objective. The student will perform steps of providing care for animals housed in classroom.

ESSENTIAL ELEMENT (4). Experience in oral and written communication of data in appropriate form.

(B) The student shall be provided opportunities to describe external features of organisms.

sample objective. The student will describe physical characteristics of children in pictures using vocabulary that is free of gender bias.

Grade 1

ESSENTIAL ELEMENT (2). The use of skills in acquiring data through the senses.

(A) The students shall be provided opportunities to observe properties of selected plants and animals.

sample objective. The student will recognize that variances among individuals are normal

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify objects by comparing similarities and differences.

sample objectives. The student will:

- compare size and maturity levels of adult animals to that of their offspring
- classify animals as either male or female
- identify similarities of adult animals and their offspring
- classify humans as either male or female
- role play parental nurturing in ways that are free of gender bias

ESSENTIAL ELEMENT (5). Experience in concepts and skills of measurement using relationships to standards.

(A) The student shall be provided opportunities to measure objects from the environment.

sample objective. The student will record weight and height of individual students and illustrate data graphically.

Grade 2

ESSENTIAL ELEMENT (2). The use of skills in acquiring data through the senses.

(A) The student shall be provided opportunities to observe patterns in properties of selected plants, animals, and objects.

sample objective. The student will observe patterns of growth and maturation in selected plants and animals.

(C) The student shall be provided opportunities to observe models from the life, earth, and physical sciences.

sample objective. The student will observe models or transparencies that illustrate external differences between human males and human females.

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify objects or selected plants and animals by comparing similarities and differences.

sample objective. The student will classify selected animals as male or female.

ESSENTIAL ELEMENT (4). Experience in oral and written communication of data in appropriate form.

(B) The student shall be provided opportunities to describe what is shown in an illustration.

sample objectives. The student will:

- recognize that fertilization requires union of a male cell and a female cell in most plants and animals
- recognize basic concepts of fertilization in animal reproduction for animals housed in the classroom (e.g., guppies, chicks, gerbils)
- recognize basic concepts of fertilization by observing a seed/plant experiment

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(A) The student shall be provided opportunities to predict the outcome of an action.

sample objectives. The student will:

- relate the nurturing practices of adult animals to the well-being of their offspring
- predict the behavior of adult animals in protecting and nurturing their offspring

(B) The student shall be provided opportunities to predict the uses organisms make of their environment.

sample objective. The student will propose ways animals use the environment and objects in the environment to provide safety and comfort for their young.

Grade 3

ESSENTIAL ELEMENT (2). The use of skills in acquiring data through the senses.

(A) The student shall be provided opportunities to observe patterns of growth in selected organisms.

sample objectives. The student will:

. observe sequential growth in human beings--baby, school-age child, teen, adult

. observe variances in growth and development in peer group

. observe that variances make each individual special and unique

(B) The student shall be provided opportunities to observe that life occurs in cycles.

sample objectives. The student will:

. observe the activities of an infant and the infant's parents

. relate general goals to various phases of life

. predict skills and privileges that accompany future phases of life (e.g., driving a car, going to high school, staying up later)

. observe the life cycles of various animals beginning with birth

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify objects or events by comparing similarities and differences in their properties.

sample objectives. The student will:

. compare responsibilities of students at their current age to their responsibilities at younger ages

. discuss examples of egg laying and live births for common animals

ESSENTIAL ELEMENT (5). Experience in concepts and skills of measurement using relationships to standards.

(A) The student shall be provided opportunities to record measurement of objects.

sample objective. The student will record and graph changes in growth and weight of individual students and animals housed in the classroom.

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(A) The student shall be provided opportunities to predict the outcome of an action.

sample objectives. The student will:

- predict the outcomes of certain behaviors in the area of responsibilities appropriate for this age group
- predict the outcome of increasing numbers of peer friendships
- predict the outcomes of daily practices that affect one's health and well-being
- predict the outcomes of improved communication with parent
- predict the outcomes of increasing relationships with grandparents

Grade 4

ESSENTIAL ELEMENT(2). The use of skills in acquiring data through the senses.

(A) The student shall be provided opportunities to observe phenomena and apply knowledge of facts and concepts.

sample objectives. The student will:

- recognize evidence of own physical growth and development
- relate increasing responsibility to increasing physical, emotional, social, and intellectual maturation

ESSENTIAL ELEMENT(3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify organisms, object, actions, or events according to similarities and differences.

sample objective. The student will compare parents' expectations of behavior of nine-year-olds to their expectations of behavior of younger children.

Grade 5

ESSENTIAL ELEMENT(2). The use of skills in acquiring data through the senses.

(A) The student shall be provided opportunities to observe phenomena of natural cycles.

sample objective. The student will sequence photographs of a person from infancy through old age and describe principal responsibilities of each part of life.

ESSENTIAL ELEMENT(3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify objects, actions, or events according to similarities and differences.

sample objective. The student will relate differences in height and physical development of ten-year-olds to the wide range of normal development.

(C) The student shall be provided opportunities to classify human body systems and their functions.

sample objective. The student will relate rapid development of the reproductive and endocrine systems to the beginning of adolescence.

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(B) The student shall be provided opportunities to predict cause-and-effect relationships.

sample objective. The student will relate the physical changes of adolescence to the maturation of the endocrine system.

Grade 6

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify organisms, objects, actions, or events according to similarities and differences.

sample objective. The student will compare the responsibilities of eleven-year-olds to the responsibilities of younger children.

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(A) The student shall be provided opportunities to predict an outcome from a trend in data.

sample objective. The student will predict the change of responsibility that will accompany entering junior high school.

ESSENTIAL ELEMENT (7). Experience in skills relating objects and events to other objects and events.

(A) The student shall be provided opportunities to compare factors that affect growth rate.

sample objective. The student will compare rapid development in adolescence to rapid development during the first year of life.

SCIENCE, GRADES 7-8

Life Science

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify plants and animals according to similarities, differences, and uses.

sample objectives. The student will:

- compare the physical characteristics of the female human body before and after puberty
- compare the physical characteristics of the male human body before and after puberty
- sequence human development from conception to 15 years
- identify physical, emotional, and social changes common to adolescents

ESSENTIAL ELEMENT (4). Experience in oral and written communication of data in appropriate form.

(A) The student shall be provided opportunities to describe the essential life activities carried on by living cells.

sample objectives. The student will:

- describe the function and processes of the human reproductive system and the endocrine system during adolescence
- identify emotions and concerns common to boys and girls as they enter adolescence
- discuss ways to address problems common to young people as they enter adolescence
- discuss normal variances in development during early adolescence
- discuss common basic needs of human beings; examine how these needs can be met in families

ESSENTIAL ELEMENT (7). Experience in skills in relating objects and events to other objects and events.

(A) The student shall be provided opportunities to compare organism adaptations to environmental changes.

sample objectives. The student will:

- relate some individual characteristics and traits to genetic inheritance
- explain the genetic basis of the gender of a human embryo
- describe a safe environment for a baby

ESSENTIAL ELEMENT (10). Application of science in daily life.

(B) The student shall be provided opportunities to evaluate the applications and career implications of life science principles and the findings of research.

sample objective. The student will compare factual information to common misinformation related to human reproduction and growth.

ESSENTIAL ELEMENT (11). Health concepts and skills.

(C) The student shall be provided opportunities to discriminate between responsible and irresponsible choices that affect health.

sample objectives. The student will:

- identify emotional, social, and economic consequences of adolescent parenthood

- identify persons or groups who may influence adolescents' attitudes about sexuality

- appreciate the value of clear communication among adolescents and their parents concerning adolescent health issues

- examine the biological effects on babies of drugs used by pregnant women

- apply problem-solving processes to adolescent health concerns, such as pressure to become sexually active, seeking correct information about human reproduction, and analysis of gender roles during adolescence and adulthood

- interpret data about the school dropout rate for pregnant students and school age parents

- relate individual responsibility to sexual involvement

- examine examples of long- and short-range goals

(E) The student shall be provided opportunities to investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases.

sample objectives. The student will:

- compare the probability of successful medical treatment of chlamydia, herpes simplex, and Acquired Immune Deficiency Syndrome to the treatment of other sexually transmitted diseases

- investigate the effects of school-age pregnancy on personal health and future goals for both females and males

SCIENCE, GRADES 9-12

Introductory Biology

ESSENTIAL ELEMENT (2). Rational thinking skills.

(A) The student shall be provided opportunities to organize thought processes which will contribute to personal well-being.

sample objectives. The student will:

- apply problem-solving steps to adolescent health concerns such as the relationship of sexual involvement to unplanned pregnancy

. compare nutritional needs of adolescent females to nutritional needs of pregnant adolescent females

. discuss myths and misinformation about human reproduction and conception

. discuss myths and misinformation about methods of contraception

. identify specialized health care services for adolescents in the community

(B) The student shall be provided opportunities to evaluate endorsements, advertisements, products,and services.

sample objectives. The student will:

. analyze advertising messages for contents related to femaleness and maleness

. compare advertisements for contraceptive products to statistical data related to their safety and effectiveness

(C) The student shall be provided opportunities to make logical decisions concerning the different biological characteristics of humans and their needs.

sample objectives. The student will:

. relate maturation to ability to nurture children

. relate early prenatal care to the health of baby and mother

. relate some birth defects to their genetic origins

. discuss the challenges of nurturing a handicapped child

. identify genetic disorders that occur more frequently in some ethnic or racial groups than others (Tay-Sachs disease and sickle-cell disease)

ESSENTIAL ELEMENT (3). Science knowledge.

(A) The student shall be provided opportunities to acquire biological information to maintain the individual's well-being.

sample objectives. The student will:

. describe a wide range of social roles and related responsibilities

. identify the anatomical and physiological characteristics of the human male and human female reproductive and endocrine systems

. relate physical maturation to the ability to procreate

ESSENTIAL ELEMENT (4). Applications of sciences.

(A) The student shall be provided opportunities to consider the consequences of personal actions.

sample objectives. The student will:

. relate emotions to a wide range of consequential behaviors

. recognize the responsibilities related to sexual maturity of both males and females

(C) The student shall be provided opportunities to develop a sense of satisfaction in pursuing personal interests.

sample objective. The student will identify leisure activities that promote healthy interaction with family members and friends.

Biology I

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify plants, animals, protists, and viruses according to similarities and differences.

sample objectives. The student will:

. describe the ages and stages of human development

. compare the responsibilities of adolescent parents to those of other adolescents.

. identify nurturing responsibilities that are appropriate to both male and female parents

ESSENTIAL ELEMENT (4). Experience in oral and written communication of data in appropriate form.

(A) The student shall be provided opportunities to describe biological processes and interactions.

sample objective. The student will explain how heredity and environment interact to determine individual attributes.

ESSENTIAL ELEMENT (5). Experience in concepts and skills of measurement using relationships to standards.

(A) The student shall be provided opportunities to measure biological quantities.

sample objective. The student will convert the increased nutritional needs of a pregnant or lactating female to quantities of healthful food items.

(B) The student shall be provided opportunities to plot data on graphs and other displays.

sample objective. The student will graph birth rate by age of mother for a ten-year span in county of residence.

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(A) The student shall be provided opportunities to predict the outcome of manipulating a variable.

sample objectives. The student will:

. predict the effects of specific nurturing practices on biological maturation processes, with special emphasis on failure to thrive

. predict the effects of specific nurturing practices on biological maturation processes, with special emphasis on failure to thrive

. predict how a genetic disorder of an infant (i.e., sickle cell anemia, cystic fibrosis, cleft lip/palate) may affect the lifestyle of parents

ESSENTIAL ELEMENT (7). Experience in skills in relating objects and events to other objects and events.

(D) The student shall be provided opportunities to contrast human activities that affect the natural environment.

sample objectives. The student will:

. relate the responsibilities of parents to the natural dependency of human infants

. relate sexual stimulus to the biological drive in humans and in animals to reproduce

ESSENTIAL ELEMENT(10). Application of science in daily life.

(B) The student shall be provided opportunities to evaluate consumer skills as they affect human well-being.

sample objectives. The student will:

. identify sources of reliable information about human reproduction

. relate the food items that can be purchased under the Supplementary Food Program for Women, Infants, and Children to the common nutritional risks of pregnant and lactating women and their children.

Biology II

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify biological organisms according to similarities and differences.

sample objectives. The student will:

. compare common misinformation about the structure and function of the male and female reproductive systems to accurate biological information

. classify major body systems that interact to support growth and development of the fetus

. compare the transmission of genetic disorders to nongenetic birth defects

(B) The student shall be provided opportunities to sequence a biological investigation.

sample objective. The student will sequence the development of the fetus and young infant.

ESSENTIAL ELEMENT (4). Experience in oral and written communication of data in appropriate form.

(A) The student shall be provided opportunities to explain complex biological processes.

sample objectives. The student will:

- interview a community care giver about the processes of labor and delivery
- examine the educational, medical, and economic implications of adolescent childbearing from a national viewpoint
- identify ways to alert people to the probability of genetic disorders and birth defects prior to conception

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(A) The student shall be provided opportunities to predict the outcome of a biological activity using trends in data.

sample objectives. The student will:

- describe the process of gender determination of the human embryo
- predict the effects of conception and pregnancy on the health of an adolescent female

ESSENTIAL ELEMENT (7). Experience in skills in relating objects and events to other objects and events.

(B) The student shall be provided opportunities to compare biological functions in selected organisms.

sample objectives. The student will:

- relate the function of each of several contraceptive methods to the functions of the reproductive system
- discuss the role of heredity in human behavior
- examine the complexity of the interaction of physiological responses and the emotional need to love and to be loved

(C) The student shall be provided opportunities to compare adaptations of organisms to environmental changes.

sample objectives. The student will:

- examine data about the effects of drugs on human sexual response
- explain the body's physiological responses to sexual stimuli

ESSENTIAL ELEMENT (10). Application of science to daily life.

(B) The student shall be provided opportunities to evaluate the applications and career implications of biology principles and the findings of research.

sample objectives. The student will:

- research the information genetic medicine provides for people of childbearing age
- discuss the need for decision-making skills for people with family history of genetic disorders

Physiology and Anatomy

ESSENTIAL ELEMENT (3). The use of classification skills in ordering and sequencing data.

(A) The student shall be provided opportunities to classify anatomical structures according to their physiological functions.

sample objectives. The student will:

- sequence the stages of labor and delivery
- classify information concerning male sexuality, female sexuality, and pregnancy as fact or myth

ESSENTIAL ELEMENT (4). Experience in oral and written communication of data in appropriate form.

(A) The student shall be provided opportunities to describe the physiological functions of selected anatomical structures.

sample objectives. The student will

- describe structures and functions of human reproductive systems
- collect national data regarding type of delivery of infant to number of previous deliveries by mother, to age, and to ethnicity of mother

ESSENTIAL ELEMENT (6). The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.

(B) The student shall be provided opportunities to deduce a physiological inference.

sample objectives. The student will:

. name and describe a minimum of three sex-linked genetic characteristics

. investigate reasons why the average age of beginning puberty is younger today than in the past

. predict the implications of the steadily decreasing average age of puberty

ESSENTIAL ELEMENT (7). Experience in skills in relating objects and events to other objects and events.

(A) The student shall be provided opportunities to compare anatomical structures to physiological functions.

sample objective. The student will relate each type of birth control method to its function in conjunction with the reproductive system.

ESSENTIAL ELEMENT (10). Application of science to daily life.

(A) The student shall be provided opportunities to apply the principles of physiology to human health and well-being.

sample objective. The student will set individual goals to promote physical health and well-being.

VOCATIONAL HOME ECONOMICS

Life Management Skills

ESSENTIAL ELEMENT (1). Concepts and skills for successful living with peers, parents, family members, authority figures, and others.

(A) The student shall be provided the opportunity to determine personal strengths and abilities.

sample objectives. The student will:

. describe personal characteristics and abilities that are a source of confidence and pride

. evaluate the potential for future development of skills and abilities

. describe how personal strengths are used in combating peer pressure

(B) The student shall be provided opportunity to describe methods for developing a positive self-image.

sample objectives. The student will:

- differentiate between the behavior of one with a positive self-concept and one with a poor self-concept
- point out how a low level of self-assurance is related to being more easily influenced by peer pressure

(C) The student shall be provided opportunities to describe factors influencing personality development and positive interpersonal relationships.

sample objectives. The student will:

- explain the impact of resisting negative peer pressure or interpersonal relationships and personality development
- describe the effect on relationships of ignoring the feelings and beliefs of others and applying negative peer pressure

(D) The student shall be provided opportunities to identify methods of achieving satisfying interpersonal relationships with peers, parents, family members, authority figures, and others.

sample objectives. The student will:

- outline how an adolescent's sexual behavior might affect self-acceptance
- point out how sensitivity in dealing with friends includes respect for the other's beliefs and standards
- relate sensitivity in dealing with friends to sensitivity in dealing with dates
- explain how friends (including dates) can encourage self-esteem through actions which are supportive and respectful of one's beliefs
- develop lists of helpful and inexpensive leisure time activities for groups of adolescents and/or for dating situations
- contrast infatuation, love, and physical attraction
- explain how dating situations can sometimes lead to situations where physical attraction may be confused with love
- relate strategies for overcoming feelings of inadequacy which may occur when an adolescent develops physically at a rate different from peers
- relate physical changes to changes in interest that adolescents may be expected to experience during puberty

(E) The student shall be provided opportunities to point out techniques for resolving conflict.

sample objectives. The student will:

- point out how individuals may learn to view exploitive or abusive behavior as normal if that is the behavior seen at home
- suggest solutions to a teen's rebellious behavior that sometimes occurs as a result of conflict with parents
- relate solutions to sibling conflict to solutions for situations when conflicts arise in dating situations

(F) The student shall be provided opportunities to demonstrate techniques for assertiveness in managing peer pressure.

sample objectives. The student will:

- relate intellectual development of adolescents to the growing ability to consider the right of others in making moral decisions
- point out how making moral decisions includes respecting the rights of a date to say no to a sexual activity
- describe assertive behavior appropriate for teens managing negative peer pressure in a variety of situations
- describe strategies for saying "no" to peer pressure in ways allowing one to maintain friendships
- develop strategies for avoiding unwanted sexual activity as a part of dating

(G) The student shall be provided opportunities to describe decisions to be made as one assumes self-responsibility and implications for the future.

sample objectives. The student will:

- develop a plan for behavior modification to react to others more responsibly and acceptably
- describe decisions faced by teens that demand responsible behavior for the welfare of themselves and others (school, home, leisure)

(H) The student shall be provided opportunities to relate individual needs to personality development.

sample objectives. The student will:

- give examples showing ways adolescents seek peer approval

- identify personal needs and reasons that may influence some adolescents to make irresponsible choices in sexual behavior

- describe appropriate ways of expressing emotions

- point out how the needs of a teen change if the teen becomes a parent

- contrast the influences of heredity and environment on personality

- contrast infatuation, love, and physical attraction

- explain how dating situations can sometimes lead to situations where physical attraction may be confused with love

(I) The student shall be provided opportunities to apply principles for effective communication.

sample objectives. The student will:

- justify the importance of good communication in positive dating relationships

- explain how nonverbal actions on a date may lead to misunderstandings regarding one's feelings about sexual activity

- demonstrate nonverbal messages that communicate an assertive message

- improving personal communication skills, therefore making relationships more emotionally satisfying

ESSENTIAL ELEMENT (2). Concepts and skills related to problem solving and acceptance of responsibility.

(A) The student shall be provided opportunities to explain procedure for making decisions.

sample objective. The student will apply the decision-making steps to daily decisions involving friends, family members, and leisure time activities.

(B) The student shall be provided opportunities to summarize the effects of personal priorities, perceptions, and attitudes on decisions.

sample objectives. The student will:

- identify five goals to achieve in the next five years

- predict the effect school-age pregnancy would have on the future goals of an adolescent male and an adolescent female about to become parents

- predict the effect school-age pregnancy would have on the transitions to be expected in an adolescent's future

- give examples and project implications of decisions being consistent and inconsistent with personal priorities, perceptions, and attitudes

(C) The student shall be provided opportunities to describe the relationship between decision making and assuming responsibility for behavior.

sample objectives. The student will:

- define the meaning of taking responsibility for decisions

- point out outcomes of various decisions for which the decision maker should assume responsibility

- point out how one's decisions affect those around them

ESSENTIAL ELEMENT (3). Concepts and skills for achieving optimum personal health and appearance.

(A) The student shall be provided opportunities to describe sources, impact, and techniques for managing stress.

sample objectives. The student will:

- summarize methods for coping with stress

- describe sources of stress typically encountered by teens and possible methods of preventing or managing them

- contrast responsible and irresponsible reactions to sample stressful situations

- describe the affect of stress on the ability to make sound decisions

- point out the impact of negative and positive stress factors

(B) The student shall be provided opportunities to apply principles of good grooming.

sample objectives. The student will:

- explain the value of a good self-concept, as enhanced by personal appearance, to withstanding negative peer pressure

- point out how personal appearance can communicate a message about one's feelings about his/her own sexuality

(C) The student shall be provided opportunities to apply principles of good nutrition.

sample objectives. The student will:

- relate good nutrition to the ability to make sound decisions
- describe how one's nutrition affects others

(D) The student shall be provided opportunities to relate good health practices to personal well-being and achievement.

sample objectives. The student will:

- write long-term goals and short-term goals to increase/promote physical health and well-being
- explain how maintaining physical health now can affect the health of the children one may have several years from now
- discuss the consequences of drinking alcoholic beverages, smoking tobacco, and using drugs
- outline the various sexually transmitted diseases and their respective symptoms
- explain the relationship between early sexual activity and certain diseases

(E) The student shall be provided opportunities to summarize principles for selection and care of clothing.

sample objective. The student will:

- contrast the necessity of having to wear special clothing if pregnant to the desire of the adolescent to conform

ESSENTIAL ELEMENT (4). Concepts and skills related to successful management of human and nonhuman resources.

(A) The student shall be provided opportunities to describe human and nonhuman resources.

sample objectives. The student will:

- contrast the use of time and energy of a school-age nonparent with that of a school-age parent
- describe how decisions are affected by the availability of resources

ESSENTIAL ELEMENT (5). Concepts and skills related to parenting.

(A) The student shall be provided opportunities to describe the responsibilities of parenting.

sample objectives. The student will:

- contrast the ability of a school-age parent versus an adult parent to provide care and guidance for a child
- contrast the ability of a school-age parent with the ability of an older parent to provide a child play opportunities and supplies contributing to optimum growth
- relate the four childhood stages to the amount and type of time required to care for young children
- point out how the time required to care for a child would affect the lifestyle of a school-age person who became a parent
- outline the implications of a school-age parent planning his or her life around the routines of a child
- point out the implications of a school-age parent having to provide child care to continue with school

(B) The student shall be provided opportunities to describe the impact of parenthood on the individuals involved.

sample objectives. The student will:

- explain how becoming sexually active prematurely can have a negative impact on other areas of development
- explain the relationship between maturity and self-control
- relate self-control to the ability to anticipate problem situations and to have a plan for coping with the situation
- evaluate one's personal level of maturity
- contrast one's personal level of maturity to the level of maturity needed to adequately parent a child
- point out the joys and challenges of parenthood, projecting any variations likely depending on the age and circumstances of the parent

(C) The student shall be provided opportunities to explain factors influencing parent/child relationships.

sample objectives. The student will:

- estimate the similarities and differences in parent-child relationships depending upon the age and circumstances of the parent
- point out special challenges faced by school-age parents seeking to maintain development and activities typical for teens while also assuming the role of parent

- point out the influence of relationship patterns a teen has with parents on future parenting patterns with their children

(D) The student shall be provided opportunities to summarize factors influencing the physical, social/emotional, and intellectual development of children.

sample objectives. The student will:

- point out parenting behavior important for the physical, social/emotional, and intellectual development of children
- compare the demands on teen parents and nonteen parents for personal development while simultaneously providing for the physical, social/emotional, and intellectual development of the child
- point out how the age of the mother at the time of pregnancy can be an environmental factor affecting the chances for a healthy birth

Comprehensive Home Economics

ESSENTIAL ELEMENT (1). Concepts and skills related to family living.

(1) The student shall be provided opportunities to apply techniques to develop self-awareness and skills for self-direction.

sample objectives. The student will:

- explain the function of defense mechanisms
- list factors that contribute to self-assurance
- point out behaviors indicative of a teen's self-concept and self-confidence
- describe techniques for increasing self-awareness and explain the resulting implications for decision making
- explain the role of personal goals in one's self-direction

(B) The student shall be provided opportunities to describe the physical, social, emotional, and intellectual development of teenagers.

sample objectives. The student will:

- relate the developmental tasks of adolescents to the ability of adolescents to provide for the needs of infants
- relate family influences to character development
- explain the relationship of controlling one's temper to the developmental task of achieving emotional independence

. contrast the probable impact on an adolescent of too few or too many opportunities for physical, social, emotional, and intellectual development

(C) The student shall be provided opportunities to analyze factors involved in socially responsible behavior.

sample objectives. The student will:

. relate character development to growing respect for other individuals and the avoidance of exploitive behavior

. relate own character development to ability to accept responsibility

. point our responsibilities people have to one another

. describe examples of far-reaching effects of seemingly insignificant socially irresponsible behavior

(D) The student shall be provided opportunities to apply techniques that contribute to positive relationships with family, peers, authority figures, and others.

sample objectives. The student will:

. describe ways one's attitude affects one's relationships with others

. point out how self-concept affects one's ability to maintain long-term relationships

. demonstrate various messages through verbal and nonverbal communications skills

. demonstrate specific communication skills including focusing, accepting, listening, supporting, questioning, clarifying, and sharing

. describe responsibilities friends have to each other

. explain how the ability to focus on the positive can help one overcome disillusionment in a relationship

develop a plan for resolving the conflicts about responsibilities that may arise between parent and grandparent when a baby is born to an adolescent

. relate strategies for dealing with conflict

. explain the relationship between conflict, frustration, and psychological growth

. identify consequences of poor communication between young men and young women while dating

(E) The student shall be provided opportunities to apply strategies for managing peer pressure.

sample objectives. The student will:

- explain the concept of peer pressure
- relate situations that might result in negative peer pressure and strategies for avoidance
- describe strategies for withstanding negative peer pressure
- demonstrate ways of using assertive communication techniques to say "no"

(F) The student shall be provided opportunities to describe the functions of the family in meeting personal and societal needs.

sample objectives. The student will:

- contrast stages of the life cycle and possible implications of the birth of a child at various stages
- point out how family dynamics change with the birth of a new baby
- contrast the roles and functions of the family in meeting personal and societal needs in various circumstances (personal tragedy, personal success, multi-generational households, single adolescent parent, adolescent substance abuse)

(G) The student shall be provided opportunities to relate personal commitment to family strength and well-being.

sample objectives. The student will:

- explain how the ability to make a commitment affects relationships with others
- describe examples of how an individual's lack of commitment to family well-being could have negative effects on individual family members and overall family well-being
- explain the relationship of maturity and the ability to make commitments that would withstand adversity
- describe the increased need for mature personal commitment to one's family necessitated by marriage or parenthood

(H) The student shall be provided opportunities to describe rights and responsibilities of family members and families.

sample objectives. The student will:

- develop a list of responsibilities of parents

- list responsibilities of teenagers within a family

- point out the relationship of parental responsibility to the rights of young children

- explain how irresponsible behavior of adolescent family members infringes on the rights of others in the family

- give examples of responsible and irresponsible behavior of adolescent family members and projected effects on the adolescent and on the family

(I) The student shall be provided opportunities to relate the effects of career choice on the family.

sample objectives. The student will:

- point out potential positive or negative effects of various careers on family life

- describe the probable effects of teenage marriage or pregnancy on one's education, career options, and ultimately on family life

ESSENTIAL ELEMENT (2). Concepts and skills related to child development.

(A) The student shall be provided opportunities to describe the basic needs of children.

sample objectives. The student will:

- assess the ability of adolescents to provide for the basic needs of children

- predict how the lives of parents may be changes when they adjust their routines to accommodate the routines of their children

- compute the cost of providing safe and appropriate items for a young child

(B) The student shall be provided opportunities to describe responsibilities of the caregiver in meeting developmental needs of children.

sample objectives. The student will:

- contrast the ability of an adolescent versus an adult to provide a child with consistent positive reinforcement

- assess the ability of an adolescent to provide an environment that would be conducive to optimum intellectual growth of a young child

(C) The student shall be provided opportunities to explain various methods of management and guidance.

sample objectives. The student will:

- predict long-term effects on a child if various guidance practices were consistently followed
- relate maturity level of parents to the ability to use various methods of guidance

(D) The student shall be provided opportunities to summarize forms of child abuse, their causes, and methods of control.

sample objectives. The student will:

- describe various forms of physical and psychological child abuse and neglect that might be especially common among children of teen parents
- explain measures that could prevent child abuse by teenage parents (reduction of stress, self-control, stress management)
- identify pressures that are especially common for teen parents that could promote child abuse

ESSENTIAL ELEMENT (3). Concepts and skills related to clothing and textiles.

(A) The student shall be provided opportunities to apply decision-making procedures in individual and family apparel choices.

sample objectives. The student will:

- compute the cost of providing a basic wardrobe for a young child
- explain how a person's self-concept may be affected by whether or not clothing needs are met
- contrast the ability of those who have children as financially stable adult to those who have children when adolescents to provide adequate clothing for a child

ESSENTIAL ELEMENT (4). Concepts and skills related to housing for the family.

(A) The student shall be provided opportunities to describe environmental and human influences on family housing needs.

sample objectives. The student will:

- outline changes that would have to be made in one's home to provide space for a young child
- analyze one's own home to determine what changes would need to be made to make it safe for children
- point out how housing and home furnishings can promote intellectual development of an individual

(B) The student shall be provided opportunities to describe types and costs of housing.

sample objectives. The student will:

- analyze a home to determine changes to be made to meet the needs of a baby while providing for the psychological well-being of others living there
- develop a plan for modifying a home arrangement to provide for optimum intellectual development of a young child

ESSENTIAL ELEMENT (5). Concepts and skills related to the meaning and elements of management for family living.

(A) The student shall be provided opportunities to identify personal priorities, goals, and standards.

sample behavior. The student will:

- describe the influence of personal priorities when making decisions about sexual behavior
- predict how personal priorities may change as individuals move toward adulthood
- determine the effects of behavior inconsistent with personal priorities, goals, and standards
- explain the importance of an individual's priorities, goals, and standards being compatible with those of other family members
- describe how the priorities, goals, and standards common within one's family impact those chosen by individual family members

(B) The student shall be provided opportunities to distinguish between needs and wants.

sample objectives. The student will:

- explain how something that is a "want" in one situation could be a "need" under different circumstances

- contrast typical "needs" and "wants" of teens in different roles (student, wage earner, homemaker, parent)

(D) The student shall be provided opportunities to describe various types of resources and their responsible use.

sample objectives. The student will:

- show how the earning ability of an adolescent parent would affect the ability to provide for the rights of family members
- relate the sharing of family resources to the rights of family members
- describe the effect of all family members sharing in shouldering responsibilities on personal feelings of worth
- identify available community resources for school-age parents

(E) The student shall be provided opportunities to identify the decision-making steps, influences, and implications.

sample objectives. The student will:

- practice the decision-making process on problems relevant to young adolescents (pressure to become sexually active; pressure for involvement with drugs and alcohol; lack of correct information on reproduction, health, etc.)
- show how the decision to have a baby has an effect on other life decisions
- point out positive and negative influences on decisions commonly made by teens

(F) The student shall be provided opportunities to describe factors that influence family management practices.

sample objectives. The student will:

- contrast typical management responsibilities for a teen in various situations (living independently, living in multi-generational household, living in dual career family, oldest child, teenage parent, teen and all adults in employed, one parent as full-time homemaker, child of single parent, etc.)
- give examples illustrating the importance of family management involving and considering all family members

(G) The student shall be provided opportunities to analyze roles of family members and division of responsibilities.

sample objectives. The student will:

- point out how manageable divisions of responsibilities among family members can ease the impact of the size of the workload in the home and/or a diminished amount of time in which to manage the home workload
- describe circumstances that may indicate a shift of family roles and division of responsibilities
- compare the workload of home responsibilities for school-age parents and teens without children

ESSENTIAL ELEMENT (6). Concepts and skills related to individual consumer responsibilities.

(D) The student shall be provided opportunities to analyze influences on personal spending.

sample objectives. The student will:

- explain the relationship of responsible personal money management to the developmental task of achieving assurance of economic independence
- describe how irresponsible money management may harm family relationships and family members
- demonstrate the decision-making process in making consumer decisions consistent with personal priorities, goals, and standards
- point out the likely impact of pregnancy on a teen's spending patterns
- identify costs related to child rearing
- describe trade-offs family members could negotiate if they are unable to assist as wage earners

ESSENTIAL ELEMENT (7). Concepts and skills for managing food and nutrition for families and individuals.

(A) The student shall be provided opportunities to analyze basic nutrition needs and results of dietary practices.

sample objectives. The student will:

- predict how changes in life-style patterns in the future (such as pregnancy) can create the need to re-evaluate current diet patterns
- compare nutritional needs of adolescent females to pregnant adolescent females

- explain the impact of a mother's inadequate nutrition before and during pregnancy on the health of the child

(D) The student shall be provided opportunities to apply management techniques in planning and preparing simple meals.

sample objectives. The student will:

- compute the cost of providing a nutritionally adequate diet for a young child

- plan menus and schedules for a day's meals for a family with a small child; show how circumstances such as the parent's/parents' employment or enrollment in school could be accommodated

ESSENTIAL ELEMENT (8). Concepts and skills related to personal and family health.

(A) The student shall be provided opportunities to summarize ways to promote individual and family health.

sample objectives. The student will:

- list characteristics of a mentally healthy person

- compare and contrast characteristics of a mature person with characteristics of a mentally healthy person

- describe how an individual's decisions regarding tobacco, drugs, alcohol, and sexual behavior can impact personal health and that of family members

(C) The student shall be provided opportunities to explain factors affecting individual family health decisions.

sample objectives. The student will:

- point out factors that are environmental and, therefore, under the control of a mother when she is pregnant

- point out factors that are genetic but can be anticipated through a study of family background

- contrast health care typically needed by teen, pregnant teens, and lactating teens

(D) The student shall be provided opportunities to relate personal achievement to one's health and that of family members.

sample objectives. The student will:

- relate maintenance of mental health to setting and reaching goals for the future

- give examples of family health conditions that can be prevented or reduced through good health practices

- point out the relationship of the health of family members, achievements of family members, and overall family strength and happiness

- project how adolescent behavior that affects their health could affect the potential achievements of themselves and other family members

Individual and Family Life

ESSENTIAL ELEMENT (1). Concepts and skills related to individuals and the family.

(A) The student shall be provided opportunities to explain the basic functions of the family.

sample objectives. The student will:

- summarize the responsibility of the family for the socialization of its members

- describe factors influencing the family's socialization of its members and integration of its members

- describe the impact a teen's pregnancy or parenthood could have on the roles and responsibilities to be assumed by family members

(B) The student shall be provided opportunities to outline rights and responsibilities of family members.

sample objectives The student will:

- point out the rights and responsibilities of teenage family members

- discuss factors that could alter a teen's rights and responsibilities as a family member

- differentiate between positive and negative approaches that could be used for coping with the irresponsibility of family members

- explain the impact of a teen's responsible assumption of various roles on the quality of relationships with family members

(C) The student shall be provided opportunities to analyze one's individual role as a family member.

sample objectives. The student will:

- point out how being pregnant or being a parent would affect the roles of a teen as a manager and consumer

- compare the roles of teens as family members with those of school-age parents as family members

(E) The student shall be provided opportunities to describe the influence of culture and tradition on family life.

sample objectives The student will:

- contrast the impact of various circumstances (female primary wage earner, divorce, family size, multi-generational households, teen pregnancy) upon family life in settings with varied cultural or traditional patterns

- point out cultural patterns and traditions that may promote or deter teen pregnancy

ESSENTIAL ELEMENT (2). Concepts and skills related to family life patterns.

(A) The student shall be provided opportunities to describe various family structure.

sample objectives. The student will:

- contrast the basic family functions for families of various compositions (young family with children, family with teenagers, teen parents, single parent families, older couple, multi-generational household, etc.)

- point out potential strengths and challenges of various family structures

- contrast the impact of pregnancy and parenthood for a teen in various family structures (living alone, living in a family with other children, living with supportive parents, living in a multi-generational household)

(B) The student shall be provided opportunities to discuss characteristics contributing to family strengths.

sample objectives. The student shall:

- discuss the impact a teen's ability to make sound decisions and act responsibly could have on relationships within the family

- outline plans a teen could use to develop a positive self-concept

- explain the relationship of the healthy self-concept on family members and family strength

- identify characteristics contributing to family strengths

(C) The student shall be provided opportunities to outline adjustments incurred by progression through the family life cycle.

sample objectives. The student will:

. describe adjustments of the pregnant teen who is single

. describe adjustments of single school-age parents and their family members

ESSENTIAL ELEMENT (3). Concepts and skills related to adult roles.

(A) The student shall be provided opportunities to summarize responsibilities of living as an independent adult.

sample objectives. The student will:

. explain the responsibility that each dating partner has for respecting the personal beliefs of the other

. describe interpersonal relationship behavior characteristic of adult maturity (consider problem-solving techniques, consideration of self versus others, self-concept versus ego, self-control, management versus domination by peer pressure)

(B) The student shall be provided opportunities to demonstrate communication and conflict resolution skills.

sample objectives. The student will:

. describe supportive interpersonal techniques useful with peers experiencing conflict and pressure

. construct a plan for a teen to use to obtain interpersonal support from individuals and families

. explain types of personal behavior that would serve to bolster the self-concept of peers

. describe how a teen's strong, supportive family relationships should contribute to effective management of peer pressure

. contrast conflict resolution strategies appropriate for dating to those appropriate during engagement or marriage

(C) The student shall be provided opportunities to determine decisions to be made in interpersonal relationships and implications for the future.

sample objectives The student will:

. explain the relationship between a teen's philosophy of life and decisions regarding sexual relationships and parenting

. point out the effect on dating relationships of applying or resisting peer pressure regarding sexual relationships

- identify a variety of motives adolescents may have for initiating or participating in sexual relationships

- point out dating behavior that would foster or discourage premature sexual relationships

- describe the impact pregnancy or parenthood has on teen dating relationships

- summarize the importance of considering one's personal beliefs concerning premarital sexual relationships when developing a personal philosophy of life

- describe how premature involvement in sexual relationships could adversely affect an adolescent's self-concept

(E) The student shall be provided opportunities to describe the impact of cultural background on interpersonal behavior.

sample objective. The student will point out interpersonal behavior patterns characteristic of various cultures.

(F) The student shall be provided opportunities to summarize effects of societal trends on interpersonal relationships.

sample objectives. The student will:

- describe how the increased occurrence of Acquired Immune Deficiency Syndrome (AIDS) increases the significance of dating behavior in protecting one's health and safety

- point out societal trends that may be impacting the number of teen pregnancies

(G) The student shall be provided opportunities to summarize factors affecting mate selection.

sample objectives. The student will:

- describe the influence of age and maturity on partners making necessary adjustments in marriage

- summarize the results of one or both partners' unwillingness or inability to make adjustments in marriage

- explain the implications of teen pregnancy, parenthood, or sexual relationships on mate selection

(H) The student shall be provided opportunities to discuss commitments involved in marriage.

sample objectives. The student will:

- differentiate between rights and responsibilities of marriage partners, particularly as they relate to teen marriages
- contrast teen and adult marriage to determine unique tests of commitment
- point out the affects of children on the commitment necessary in teen marriages

ESSENTIAL ELEMENT (4). Concepts and skills related to management in family life.

(B) The student shall be provided opportunities to analyze financial considerations related to the family life cycle.

sample objectives The student will:

- describe financial considerations related to children that teen parents may face
- explain how teens might meet financial considerations related to children
- point out the rights and responsibilities of a teen, a pregnant teen, or a teen parent in determining a plan for spending that meets the individual needs of family members

(E) The student shall be provided opportunities to relate the use of leisure time to quality family life.

sample objectives. The student will:

- contrast plans for family recreation and leisure time for families with small children, teenagers, teenage parents, and adults only
- compare the amount of available leisure time likely for teens in various roles (full-time student, student/wage earner, student/wage earner/marriage partner, student/marriage partner/parent, etc.)

ESSENTIAL ELEMENT (5). Concepts and skills related to parenting.

(A) The student shall be provided opportunities to analyze factors affecting the decision to parent.

sample objectives. The student will:

- describe potential emotional effects of parenthood on teens
- summarize methods teens might utilize to use or handle emotional effects of parenthood

- analyze possible adjustments, problems, and rewards that a family might face when a child is added or when a teen member becomes a parent

- explain the effects teen pregnancy and parenthood may have on a family

- evaluate one's ability and willingness to make the adjustments necessary for parenthood in a marriage

(B) The student shall be provided opportunities to determine components of responsible parenthood.

sample objectives. The student will:

- describe qualities needed in order to be responsible parents

- summarize how teens might prepare to be responsible parents

- explain how the components of responsible parenthood may differ for teens and for adults

- explain why sexually transmitted diseases and their prevention would be a factor in preparation for responsible parenthood

- explain laws that specifically relate to the rights and responsibilities of parents

- point out how laws related to parents may be of particular concern to teens

- plan appropriate child care that will meet the physical and psychological needs of children of teen parents

(C) The student shall be provided opportunities to discuss distribution of parenting roles.

sample objective. The student will describe basic responsibilities and roles of parents and point out sample role patterns in two-parent families, single parent families, and multi-generational families.

ESSENTIAL ELEMENT (6). Concepts and skills related to special concerns in the family.

(A) The student shall be provided opportunities to discuss potential family problems and crises.

sample objectives. The student will:

- point out typical problems and crises faced by families with teenage members

- differentiate between those family problems and crises that can be prevented and those that should be expected in families with teens

(B) The student shall be provided opportunities to describe methods of meeting special needs of family members.

sample objectives. The student will:

- contrast the individual needs of a child, teen, pregnant teen/teen parent, adult, and older adult
- identify forms of teen behavior indicative of special personal needs or problems
- outline problem-solving techniques one could use in dealing with personal needs
- explain how adolescents may mistake sexual relationships as a solution for personal needs or problems

(C) The student shall be provided opportunities to describe methods for preventing and coping with family problems and crises.

sample objectives. The student will:

- contrast support systems needed and available to families in different situations (single parents, young family with children, multi-generational households, teen parents, etc.)
- discuss child rearing and communication strategies families may use to help prevent problems and crises

(D) The student shall be provided opportunities to describe domestic violence including causes, prevention, and coping resources.

sample objectives. The student will:

- point out possible cause/effect relationships between adolescent parents and child neglect and abuse
- describe circumstances common among teenage parents that could increase the likelihood of abuse or neglect to children
- explain how having been abused or neglected may affect an adolescent's self-concept, reaction to peer pressure, likelihood for substance abuse, likelihood of teen marriage or pregnancy, and potential for being a child abuser
- identify resources available to help the child abuser

ESSENTIAL ELEMENT (7). Concepts and skills related to career options and adjustments.

(B) The student shall be provided opportunities to describe management practices facilitating individuals assuming multiple roles.

sample objectives. The student will:

- identify the interrelationship of home life to employment/school life and influences on successful management of both
- devise a plan that a teen might use to develop interpersonal skills needed for job success

(C) The student shall be provided opportunities to discuss demands and rewards in relation to personal and family life.

sample objectives. The student will:

- compare the perceptions of teenagers and adults concerning the multiple roles of homemaker and wage earner
- discuss management principles that would be particularly important for a teen in various situations (employed while attending school, heading a household, full-time student, teen parent, etc.)

Parenting and Child Development

ESSENTIAL ELEMENT (1). Concepts and skills related to the decision to parent.

(A) The student shall be provided opportunities to summarize the responsibility of human sexuality.

sample objectives. The students will:

- describe ways human sexuality involves responsibility for outcomes affecting one personally and affecting others
- describe human sexuality
- discuss how age appropriate behavior can always include responsibility for decisions
- describe how sexuality is a part of all areas of development

(B) The student shall be provided opportunities to project how one's present behavior impacts future goals.

sample objectives. The student will:

- describe ways one's attitude affects one's relationships with others
- explain how the ability to make a commitment affects relationships with others

- explain how the ability to focus on the positive can help one overcome disillusionment in a relationship

(C) The student shall be provided opportunities to discuss the roles and responsibilities of parents at different stages of the family life cycle.

sample objectives. The student will:

- explain the responsibilities of parents of young children and the probability of teens capably assuming that role
- compare the expectations for teen parents with limited maturity and training and expectations for older adults with greater maturity and training for parenthood
- contrast the ability and ease of parents of various ages and life-styles to provide nurturance to a child
- point out stages of the life cycle best suited to parents maximizing social, mental, emotional, and physical development of a child
- contrast stages of the life cycle and possible implications of the birth of a child at various stages

(D) The student shall be provided opportunities to identify considerations involved in family planning.

sample objectives. The student will:

- point out how family dynamics change with the birth of a new baby
- outline the advantages and disadvantages of planning for the addition of children to the family

(F) The student shall be provided opportunities to discuss the effects of heredity and environment on the family.

sample objectives. The student will:

- list hereditary and environmental influences with special implications for the development of children of teen parents
- describe the effects of a mother's drug abuse or having a sexually transmitted disease during pregnancy
- summarize the importance of nurturance to the development of a child
- compare and contrast the influences of heredity versus environment on all types of development
- point out possible effects on a family of a child born with a birth defect

- relate how the age of the mother is an environmental factor affecting the health of an unborn baby

- relate the characteristics of various genetically caused abnormalities

- point out unique challenges and methods of meeting children's basic needs for parents of various ages and life-styles

- assess parenting patterns typical in various cultures

ESSENTIAL ELEMENT (2). Concepts and skills related to child development.

(A) The student shall be provided opportunities to summarize ways to promote optimum physical development of children.

sample objectives. The student will:

- relate the physical development of the child to the health and prenatal care of the mother

- explain the development of voluntary movements

- explain the stages of physical development from birth to five years

(B) The student shall be provided opportunities to describe the emotional development of children and how it can be fostered.

sample objectives. The student will:

- point out factors influencing a child's emotional development that might vary according to age or life-style of parent(s)

- discuss the influence of role models on the emotional development of children

(C) The student shall be provided opportunities to discuss the social development of children and how it can be fostered.

sample objectives. The student will:

- point out factors influencing a child's social development that might vary according to age or lifestyle of parent(s)

- describe factors that are early influences on mental development in children

- describe the importance of decision-making opportunities on social development of children

(D) The student shall be provided opportunities to propose methods for developing intellectual abilities of children.

sample objectives. The student will:

- point out factors influencing a child's intellectual development that might vary according to age or life-style of parent(s)
- describe factors which are early influences on intellectual development of children

(F) The student shall be provided opportunities to analyze the effects of play on the development of children.

sample objective. The student will project the impact of children's play on future behavior.

(H) The student shall be provided opportunities to determine techniques to promote character development.

sample objectives. The student will:

- point out factors influencing a child's moral development that might vary according to age or life-style of parent(s)
- discuss the influence of role models on the character development of children
- identify ways to promote character development in children

ESSENTIAL ELEMENT (3). Concepts and skills related to family relationships and child development.

(C) The student shall be provided opportunities to point out the impacts of single parenting.

sample objectives. The student will:

- describe the unique challenges that might be experienced by each type of single person (never married, divorced, widowed, separated, and single parents)
- list qualities needed by parents for rearing children
- contrast needed parenting qualities with an adolescent's normal level of development
- contrast positive reasons people have children with undesirable reasons for having children
- assess reasons unmarried adolescent girls give for deciding to have children

- predict the probable success of an average adolescent at managing the responsibilities of parenthood
- analyze indicators of readiness for parenthood
- contrast characteristics of adolescents with indicators of readiness for parenthood
- contrast the responsibility level of the average adolescent with an outline of tasks and responsibilities of families with small children
- relate information about the emotional development of the average adolescent to the emotional maturity needed to manage the adjustments, problems, and rewards of parents with small children
- develop a list of probable problems in a single parent situation
- contrast the probable problems of a single mother with those of a single father
- identify some of the unique challenges that could arise for teenage parents
- outline emotional adjustments to be made before and after the birth of a baby

(G) The student shall be provided opportunities to discuss the roles and relationships of individuals in an extended family.

sample objectives. The student will:

- define the extended family
- describe the impact of a school-age parent on an extended family
- describe forms of assistance and special challenges likely when school-age parents and their children live in extended families

(H) The student shall be provided opportunities to analyze alternatives for child care.

sample objectives. The student will:

- determine the costs involved in outside-the-home child care
- research the costs of intensive care nurseries
- determine the correlation between babies needing intensive care and the age of the mother

(I) The student shall be provided opportunities to outline local, state, and national resources focusing on children.

sample objectives. The student will:

- outline community services that are provided to meet children's needs
- point out agencies and organizations available to assist families with young children
- develop a list of agencies and other services that can assist a pregnant adolescent or adult with obtaining low cost or free nutritious food
- develop a list of agencies that provide health care for pregnant women and adolescents and health care for infants and children

ESSENTIAL ELEMENT (4). Concepts and skills related to special parenting needs.

(A) The student shall be provided opportunities to identify parenting behavior indicative of child abuse tendencies.

sample objectives. The student will:

- explain the possible relationship between a parent's poor management skills and child abuse
- describe parenting traits reflecting a likelihood for child abuse

ESSENTIAL ELEMENT (5). Concepts and skills related to career options and adjustments.

(A) The student shall be provided opportunities to relate personal characteristics to careers in family life services.

sample objectives. The student will:

- develop a personal plan for a career
- describe the interrelationship of one's work and home life

(B) The student shall be provided opportunities to describe management practices facilitating individuals assuming multiple roles.

sample objectives. The student will:

- contrast the philosophy of making purposeful resource management decisions to that of just letting things happen
- identify possible child care providers for children of school-age parents

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Advanced Child Development

ESSENTIAL ELEMENT (1). Concepts and skills related to parenthood.

(A) The student shall be provided opportunities to describe responsibilities of parenting.

sample objectives. The student will:

- analyze how one's past behavior could influence the decision to parent (consider sexually transmitted diseases and drug abuse)
- point out factors a teen should consider when planning and preparing for parenthood
- contrast considerations to be made by teens and those to be made by adults planning and preparing for parenthood

(B) The student shall be provided opportunities to summarize the financial impact of children on the family.

sample objectives. The student will:

- determine the prenatal, delivery, and ongoing financial costs of having a child
- summarize the impact a family's financial readiness for the addition of a child could have on the parents and the child
- compute the costs of providing for minimum expenses required for the arrival of a baby
- determine the needs of the baby that change as the baby grows
- determine changes to the budget that will occur as the baby develops

(C) The student shall be provided opportunities to discuss social, emotional, intellectual, and physical factors related to parenting.

sample objectives. The student will:

- contrast emotional factors to be considered by persons in different situations preparing for parenthood (teen, young adult, dual role homemaker, etc.)
- describe effects pregnancy may have on relationships among members of the household
- describe effects pregnancy may have on relationships between the mother and peers, co-workers, and others

(D) The student shall be provided opportunities to describe responsible behavior in prevention and control of disease.

sample objectives. The student will:

- identify common disease control practices
- describe outcomes of irresponsible behavior in controlling disease

ESSENTIAL ELEMENT (2). Concepts and skills related to prenatal and postnatal care.

(A) The student shall be provided opportunities to describe the stages of prenatal and neonatal development.

sample objectives. The student will:

- point out principles of prenatal and neonatal development that might have special implications for the child of a teen parent
- describe how the health of a child could be affected if the mother had a sexually transmitted disease during pregnancy
- describe special neonatal/postpartum care that might be necessitated if the mother is a teen
- explain how prenatal development is affected by such factors as sexually transmitted diseases, chemical abuse, smoking, diet, age of mother, incompatibility of genes, and certain diseases
- list guidelines for prenatal care
- describe life-style changes that may be required as a result of pregnancy
- describe physical and emotional changes common to the mother during the postnatal period
- explain the process and importance of bonding
- develop a plan for a school-age mother to manage school and work responsibilities while planning for time necessary for maintaining a close bond with her child

(C) The student shall be provided opportunities to identify neonatal care essential to the well-being of the child.

sample objectives. The student will:

- identify principles of neonatal care that may be unique to the baby of a teen mother

. identify physical adjustments of the neonate

(D) The student shall be provided opportunities to describe postnatal care essential to the well-being of the mother.

sample objectives. The student will:

. point out postpartum care needs of the mother identifying those that may be unique to teen mothers

. identify principles of care of the growing infant that may be unique depending upon the age of the mother

ESSENTIAL ELEMENT (3). Concepts and skills related to the development of children.

(A) The student shall be provided opportunities to explain various theories and principles of growth and development

sample objectives. The student will:

. summarize patterns of human development that might be unique for children of parents of various ages and life styles

. develop a plan for teen parents to assist in meeting the basic needs of young children

. describe the responsibility of parents in providing for and guiding children's learning

. relate responsible parenthood to understanding the principles of growth

(B) The student shall be provided opportunities to describe the interrelationship of social, emotional, intellectual, physical, and moral development of the child.

sample objectives. The student will:

. develop a plan a parent could follow to provide experiences and an environment that would foster optimum physical, emotional, language, mental, and social development

. outline the characteristics of parents that contribute to fostering a child's physical, emotional, mental, social, and language development

(C) The student shall be provided opportunities to point out the practices that foster healthy social, emotional, intellectual, physical, and moral development.

sample objectives. The student will:

}. identify activities enjoyable for teen parents that would foster the development of a child

. develop a plan for a further social, emotional, intellectual, physical, and moral development of teen parents

. analyze psychological preparation for parenthood

(D) The student shall be provided opportunities to identify developmentally appropriate sex-related information for children of different ages.

sample objectives. The student will:

. summarize sex-related information developmentally appropriate for children of different ages

. describe how a child's understanding of developmentally appropriate information about sex would help prevent exploitation

. describe how a parent's attitude about sex and approach to sex-related issues affects a child's development

. describe how a parent's physical and emotional maturity could influence the development of a child

ESSENTIAL ELEMENT (5). Concepts related to the social implications on the development of the child.

(A) The student shall be provided opportunities to discuss the effects parent/guardian employment has on the well-being of the child.

sample objective. The student will describe techniques for making time spent with a child quality time.

(B) The student shall be provided opportunities to identify local, state, and national resources related to children.

sample objectives. The student will:

. describe local, state, and national resources related to children and the services provided by each

. identify the financial source for local, state, and national resources related to children

(C) The student shall be provided opportunities to discuss societal trends impacting children.

sample objectives. The student will:

- identify societal trends that have an impact on children
- describe the effects of societal trends on children and parents

(E) The student shall be provided opportunities to analyze the influence of role modeling on children.

sample objectives. The student will:

identify opportunities for school-age parents to role model for children

- describe behavior of school-age parents that can be traced to like modeling of their own parents/other adults

(F) The student shall be provided opportunities to point out the impact of parenting/caregiver practices on a child's self-esteem.

sample objective. The student will compare the possible parenting/caregiver practices of school-age parents and more mature parents regarding development of child's self-esteem.

ESSENTIAL ELEMENT (6). Concepts and skills related to special needs.

(B) The student shall be provided opportunities to evaluate methods for challenging gifted and talented children.

sample objective. The student will:

- point out factors influencing the development of the exceptional child that might be unique for children of teen parents
- describe the need for parent/child involvement to develop the maximum potential of the child

ESSENTIAL ELEMENT (7). Concepts and skills related to career and job opportunities.

(B) The student shall be provided opportunities to describe management practices facilitating individuals assuming multiple roles.

sample objectives. The student will:

- point out ways the resources of time, money, energy, and skill can be managed to allow persons assuming multiple roles to provide for child care needs of their families

- describe how the child care responsibilities of family members may be adjusted as various multiple roles are assumed (student/wage earner/homemaker, wage earner/homemaker/parent, student/single parent/wage earner, etc.)

Food Science and Nutrition

ESSENTIAL ELEMENT (1). Concepts and skills related to nutrition.

(C) The student shall be provided opportunities to determine nutritional needs throughout the life cycle.

sample objectives. The student will:

- list nutrients that are needed in increased amounts during certain periods of life and the functions of those nutrients
- summarize ways in which a teen's nutrition practices might need to be modified when pregnant or lactating
- point out unique patterns of the body's use of food for children, teens, and persons who are pregnant or lactating
- discuss factors that might influence meal planning for families of different compositions (adults only, adults and teens, multigenerational families, single parent and child, etc.)

(D) The student shall be provided opportunities to assess long-term effects of food choices on health.

sample objectives. The student will:

- point out potential effect of an adolescent's nutrition on the health of children during child-bearing years
- describe the impact of pregnancy and lactation on the nutritional needs of a teen; explain likely immediate and long-term effects of those needs not being met
- point out aspects of an infant's or child's health that are significantly influenced by their nutrition or that of their mother before or during pregnancy

(G) The student shall be provided opportunities to relate food intake to individual and family health.

sample objectives. The student will:

- explain why good nutrition is especially important to an adolescent who becomes pregnant

- explain the importance of meal routines and well-planned and attractively served meals on the health and well-being of family members

- explain the special energy needs and resulting nutrition needs of teens

ESSENTIAL ELEMENT (3). Concepts and skills related to management.

(B) The student shall be provided opportunities to apply management skills in meeting daily food needs.

sample objectives. The student will:

- develop weekly menu plans that are nutritious and that take into account the schedule of a parent who may be attending school, working in paid employment, and caring for a child

- determine how teens are influenced by advertising and marketing when choosing food

- describe ways to address peer pressure and food fads to maintain good nutrition

(F) The student shall be provided opportunities to plan nutritious diets to meet various budgetary needs.

sample objectives. The student will:

- compare food budgets for a teen, a pregnant teen, a lactating teen, and a teen parent with a child

- plan low-cost family meals that meet the nutritional requirements for a pregnant adolescent

- develop a list of agencies and other services that can assist a pregnant adolescent or adult with obtaining low-cost or free nutritious food

- compute the costs of providing meals that meet nutrition requirements of infants and children

ESSENTIAL ELEMENT (4). Concepts and skills relating food and nutrition to special needs.

(A) The student shall be provided opportunities to compare special dietary needs caused by age and health conditions

sample objectives. The student will:

- point out special nutrition needs a child of a teen parent might have

- point out special nutrition needs of children, teens, and persons who are pregnant or lactating

- point out physiological, psychological, and social influences on eating patterns and habits that might be unique to a teen, a pregnant teen, and a teen parent

ESSENTIAL ELEMENT (5). Concepts and skills related to career options and adjustments.

(B) The student shall be provided opportunities to describe management practices facilitating individuals assuming multiple roles.

sample objectives. The student will:

- point out ways the resources of time, money, energy, and skill can be managed to allow persons assuming multiple roles to provide for the nutritional needs of themselves and their families

- describe how the meal planning and preparation responsibilities of family members may be adjusted as various multiple roles are assumed (student/wage earner/homemaker, wage earner/homemaker/parent, student/single parent/wage earner, etc.)

Advanced Food Science and Nutrition

ESSENTIAL ELEMENT (1). Concepts and skills related to the significance of nutrition.

(B) The student shall be provided opportunities to relate the role of nutrition to the prevention and treatment of health problems.

sample objectives. The student will:

- project the effects of a teen's diet or eating disorders on the well-being of future children

- explain the effects of inadequate nutrition during periods of critical need such as childhood, adolescence, pregnancy, and lactation (effects on parent and child during pregnancy and lactation)

(C) The student shall be provided opportunities to plan diets to meet special dietary needs.

sample objectives. The student will:

- develop menus which meet the nutritional requirements of a nursing mother and which utilize foods which come from food banks, government programs, and other sources

- name local, state, and federal nutrition programs from which one could receive assistance during pregnancy and lactation

- plan menus to meet the nutrition needs of a family situation with special demands (teen parent/student and child, homemaker/wage earner parent(s) and child, etc.)

- plan menus that would be nutritionally adequate for a teen parent and young child while being manageable if the teen is also employed and a student

Family/Individual Health

ESSENTIAL ELEMENT (1). Concepts and skills related to personal health and wellness.

(A) The student shall be provided opportunities to analyze individual and family health decisions, influencing factors, and implications.

sample objectives. The student will:

- describe influencing factors such as peer pressure on health decisions

- describe how decisions affect or necessitate further decisions

(B) The student shall be provided opportunities to outline principles of good personal health.

sample objectives. The student will:

- describe characteristics of a healthy teen, healthy pregnant teen, and healthy teen parent

- summarize the importance of a teen's good personal health on personal well-being and that of future children

- describe the possible general health implications of pregnancy for a teenager

- compare exercise programs appropriate for pregnant school-age youth and nonpregnant school-age youth

(C) The student shall be provided opportunities to describe stress, contributing factors, and effects of prolonged excess stress.

sample objectives. The student will:

- compare stress factors of nonpregnant teen to pregnant teen

- research effect of stress on fetus

(D) The student shall be provided opportunities to demonstrate stress management techniques.

sample objective. The student will identify stress that pregnant teens or school-age parents may experience and techniques for management.

ESSENTIAL ELEMENT (2). Concepts and skills related to family health.

(A) The student shall be provided opportunities to explain principles of family health and safety.

sample objectives. The student will:

- survey home regarding changes that would need to be made to make it safe for infants and toddlers
- contrast family health considerations typical of teen students with those of teen parents

(B) The student shall be provided opportunities to determine coping strategies for dealing with family health problems.

sample objectives. The student will:

- compare factors affecting family health decisions of varied family situations (family with young children, multi-generational families, single parents, teen parents, etc.)
- explain how age and maturity affects one's ability to adjust to family health problems
- describe considerations unique to teens planning the addition of children to the home
- discuss special challenges facing parents who are employed or in school when a child is ill

(C) The student shall be provided opportunities to identify local and state health resources

sample objectives. The student will:

- name community health resources available to teens, teen parents, or children of teens
- describe special considerations when seeking to provide a safe environment for pregnant individuals or children
- identify alternatives to home health care for children of parents who are employed or in school

(D) The student shall be provided opportunities to analyze ways to meet financial needs resulting from illness or accident.

sample objective. The student will identify adjustments of finances that might need to be made to accommodate expenses tied to a pregnancy, delivery, etc.

(E) The student shall determine home health emergencies, typical causes, and appropriate first-aid procedures.

sample objectives. The student will:

- describe emergencies, causes, and first-aid procedures that would relate to pregnancy, unplanned delivery, care of newborn
- describe health emergencies typical in families with small children and appropriate reactions

ESSENTIAL ELEMENT (3). Concepts and skills related to home health care.

(A) The student shall be provided opportunities to describe methods of meeting social and psychological needs through home health care.

sample objectives. The student will:

- describe effects home care of infant might have on various members of a family
- identify responsibilities of a single parent in providing health care and managing school or work responsibilities

(B) The student shall be provided opportunities to explain the causes, symptoms, methods of transmission, and prevention of communicable diseases.

sample objectives. The student will:

- describe how responsible behavior can help prevent or control transmission of communicable diseases
- outline the various sexually transmitted diseases and their respective symptoms

(C) The student shall be provided opportunities to describe procedures for providing home health care.

sample objectives. The student will:

- name emergencies that might be more common in homes with teen heads of households or teen parents and children

. describe adjustment of schedule when teen parent or child is ill

ESSENTIAL ELEMENT(4). Concepts and skills related to contemporary health issues.

(B) The student shall be provided opportunities to describe causes, prevention, and consequences of sexually transmitted diseases.

sample objectives. The student will:

. point out measures that individuals, school groups, and community organizations have taken or could take to promote better community health

. point out measures of controlling AIDS and other sexually transmitted diseases

(C) The student shall be provided opportunities to explain the effects of substance abuse on the individual and family.

sample objective. The student will describe effects of substance abuse on fetus and mother.

(D) The student shall be provided opportunities to discuss forms and causes of domestic violence.

sample objective. The student will relate effects of domestic violence on fetus and health of mother.

ESSENTIAL ELEMENT (5). Concepts and skills related to world health issues.

(B) The student shall be provided opportunities to identify major world health concerns.

sample objectives. The student will:

. describe Acquired Immune Deficiency Syndrome and reasons it is a major health concern

. contrast major health concerns of teens, pregnant teens, or teen parents

. explain the impact of a growing number of teenage pregnancies on family, community, and world health

. identify the responsibility of each community member for promoting community health

Advanced Food Science and Nutrition

ESSENTIAL ELEMENT (1). Concepts and skills related to the significance of nutrition.

(B) The student shall be provided opportunities to relate the role of nutrition to the prevention and treatment of health problems.

sample objectives. The student will:

- project the effects of a teen's diet or eating disorders on the well-being of future children
- explain the effects of inadequate nutrition during periods of critical need such as childhood, adolescence, pregnancy, and lactation (effects on parent and child during pregnancy and lactation)

(C) The student shall be provided opportunities to plan diets to meet special dietary needs.

sample objectives. The student will:

- develop menus which meet the nutritional requirements of a nursing mother and which utilize foods which come from food banks, government programs, and other sources
- name local, state, and federal nutrition programs from which one could receive assistance during pregnancy and lactation
- plan menus to meet the nutrition needs of a family situation with special demands (teen parent/student and child, homemaker/wage earner parent(s) and child, etc.)
- plan menus that would be nutritionally adequate for a teen parent and young child while being manageable if the teen is also employed and a student

Consumer and Family Economics

ESSENTIAL ELEMENT (1). Concepts and skills related to family economics.

(A) The student shall be provided opportunities to relate the family life cycle to family economics.

sample objectives. The student will:

- point out the responsibilities relative to achieving family security for a teen living with parents, teens living alone, or teen parents
- describe government legislation that particularly affects teens or teen parents as consumers

- outline the advantages and disadvantages of planning for the addition of children to the family

(B) The student shall be provided opportunities to analyze the relationship of family financial behavior and personal priorities and goals.

sample objectives. The student will:

- explain how the management and behavior of family members could affect reaching family goals
- describe how financial behavior in response to one personal priority or goal could conflict with having financial means available for achieving another personal goal
- give examples of how major changes in a teen's personal circumstances would affect personal priorities and goals and related financial behavior
- describe how skills and abilities of family members may be used to contribute to financial achievement and assist in reaching priorities and goals
- describe the relationship of financial independence/stability on personal self-esteem

Resource Management

ESSENTIAL ELEMENT (2). Concepts and skills related to decision making.

(C) The student shall be provided opportunities to explain the influence of personal priorities and goals on decision making.

sample objectives. The student will:

- illustrate how personal priorities, goals, and standards impact consumer management decisions
- contrast the needs and wants of teens in different situations (student, dropout, teen parent) and their effect on consumer management
- compare likely resource management challenges and decisions of a teen receiving an allowance, the employed teen, and a teen parent

(E) The student shall be provided opportunities to explain the importance of accepting and sharing responsibilities for decisions.

sample objectives. The student will:

- describe special challenges and pressures facing teens as they seek to become responsible consumers

- explain methods available to teenage consumers in exercising consumer rights

- describe examples and effects of responsible and irresponsible behavior of teenage consumers

(F) The student shall be provided opportunities to apply the decision-making process.

sample objectives. The student will:

- list various types of personal decisions that are typical yet challenging to teens

- use the steps in the decision-making process to make decisions that are unique to teens

- explain factors affecting decisions and management concerning the multiple roles of family members unique for pregnant teens and teen parents

- contrast applications of the decision-making process for resource management by teens living with their parents, as heads of households, and as teen parents

ESSENTIAL ELEMENT (3). Concepts and skills related to self-management.

(A) The student shall be provided opportunities to explain how management assists in reaching personal and family goals.

sample objectives. The student will:

- give examples of how a teen might have to adjust to change as a result of decisions

- explain how a pregnant teen or teen parent might use the management process to make changes

- develop a plan for assisting a teen in establishing and achieving personal priorities

- contrast the philosophy of making purposeful resource management decisions to that of just letting things happen

(C) The student shall be provided opportunities to describe the role of management in controlling stress.

sample objectives. The student will:

- point out how the management process can be used to handle situations facing teens

- explain the possible relationship between a parent's poor management skills and child abuse

- point out how the management and organization of household tasks would vary if there are children in the home

(D) The student shall be provided opportunities to relate the effects of changing life-styles on management roles.

sample objectives. The student will:

- summarize the interrelationship of employment/school and home life for a teen parent

- describe the unique challenges that might be experienced by each type of single person (never married, divorced, widowed, separated, and single parents)

- list guidelines for combining the role of homemaker and wage earner for the teen living with parents, teen head of household, and teen parent

Housing

ESSENTIAL ELEMENT (2). Concepts and skills related to family housing needs and selection.

(A) The student shall be provided opportunities to discuss the impact of psychological, physiological, and social needs on housing decisions.

sample objectives. The student will:

- point out special demands and solutions in order for housing to meet physical and emotional needs of families with teen parents

- describe the impact of occupants' age and life-style on providing protection, privacy, and self-expression through housing

- explain how life-style and stage in life cycle may influence housing and home furnishings decisions of teens

- summarize the influence of housing on families with teen parents in order to satisfy psychological needs

- describe how the functions of housing and their relative importance to each other would vary if the occupants were teen parents

- explain how personal satisfaction gained through housing and home furnishings might be affected by family composition and situation

(D) The student shall be provided opportunities to explain factors affecting housing choices.

sample objectives. The student will:

- point out variations in home furnishings design preferences based upon family composition and situation
- use the decision-making process to choose housing for families with teen parents
- determine the safety of different housing examples for various family situations
- list the advantages and disadvantages of different types of housing for families with small children, families of adults and older children, and multi-generational families
- describe the impact of a large population of teenage parents and/or single parents on housing

(E) The student shall be provided opportunities to describe housing modifications necessary to accommodate the special needs of family members.

sample objectives. The student will:

- summarize special housing concerns related to health and safety for families with small children versus those composed of adults and adolescents only
- give examples of living space needs for a pregnant teen and families with teen parents
- summarize housing modifications possible to accommodate the special needs of multi-generational families

(F) The student shall be provided opportunities to determine the impact of needs and wants on the cost of housing.

sample objectives. The student will:

- point out how housing is influenced by the economic situation typical of teenage occupants, young families with small children, and families with established careers
- summarize the legal and financial aspects of teens obtaining housing
- describe financial considerations related to children that teen parents may face

Apparel

ESSENTIAL ELEMENT (1). Concepts and skills affecting individual and family apparel decisions.

(A) The student shall be provided opportunities to identify factors and resources affecting individual and family clothing decisions.

sample objectives. The student will:

- compare the reliability of possible resources influencing a teen's clothing decisions
- illustrate how personal priorities, goals, and standards impact consumer management decisions
- contrast probable clothing expenditures for a teen in various situations (full-time student, student/wage earner, teen living independently, pregnant teen, teen parent, etc.)

ESSENTIAL ELEMENT (2). Concepts and skills of apparel management.

(A) The student shall be provided opportunities to apply principles of effective wardrobe planning.

sample objectives. The student will:

- develop a plan for providing a clothing wardrobe for a child on an extremely limited budget
- develop a plan for the care and maintenance of children's clothing
- identify economical sources of clothing

(B) The student shall be provided opportunities to describe the influence of advertising on consumer apparel choices.

sample objective. The student will demonstrate effective consumer skills in buying clothing while managing the influences of peer pressure, advertising, and trends.

(E) The student shall be provided opportunities to explain how life-style changes affect apparel choices and management.

sample objectives. The student will:

- explain the relationship of the number of children in a family to the principle of scarcity of resources and providing clothing for a family
- explain how family clothing management and maintenance patterns change with the addition of a child

ADMINISTRATIVE AND MANAGEMENT CONCERNS

DISTRICT POLICIES

GOALS

School district boards of trustees establish the tone of instructional programs by selecting goals. The following are examples of goals for a program of education for self-responsibility:

- students accept responsibility for their own actions
- students acquire skills necessary to think critically, to set goals, to make responsible decisions, to communicate effectively, and to reverse negative peer pressures
- parents and community are involved in the education for self-responsibility program
- communication between parents and their children regarding development of self-responsibility improves
- students become aware of the consequences of premature sexual activity and other high-risk activities
- students become aware of the impact of becoming school-age parents
- school-age parents acquire concepts and skills related to parenthood
- students become knowledgeable about community resources

These goals extend students' knowledge well beyond biological information by involving the values of students and their parents. To translate these goals into classroom presentations, teachers must differentiate between basic, commonly shared societal values and controversial values may be topics of considerable debate. Controversial values are those that elicit a wide range of opinions and for which there is no commonly held consensus. These can be identified objectively and students can be referred to trustworthy adults such as parents, physicians, or clergy for further discussion.

People from diverse backgrounds share many simple values. These values, confirmed by parents and the community, provide a framework for program development. Most adults in our society agree that:

- all students should complete a high school education
- the family is the primary sex educator of the child
- school district personnel have a right and a responsibility to make and communicate policies about which controversial topics they will

address and how they will address them. Concerns about abortion, homosexuality, and sexually transmitted diseases vary from community to community.

- knowledge and information about sexuality contribute to responsible decision making

- students will show improvement in self-responsibility most readily when home, school, and community work together

- a persons's body is private and all persons have a right to that privacy. No one should be forced into an unwanted sexual experience. Each sexual decision has an effect or consequence, and all people should accept responsibility for their own decisions and the consequences. Pregnant students and school-age parents have needs that schools and communities can address cooperatively. Cooperation can help keep students in school until graduation.

- it is possible and preferable for adolescents to postpone sexual intercourse

- each person is worthy of respect; healthy self-esteem improves the quality of decisions

- everyone benefits when students can discuss sexual and other important matters with their parents or other trustworthy adults

- parenthood entails significant responsibilities of which adolescents are often unaware and which they are usually not ready to assume

POLICY STATEMENTS AND PROCEDURES

School district boards of trustees can adopt policies that give designated school personnel specific direction and authority in the local development of education for self-responsibility. Programs may be directed to all K-Grade 12 students regardless of placement in regular or special programs. Policy formation might proceed in the following way:

- The superintendent may designate one administrator who will be responsible for education for self-responsibility. The designee will thereafter be solely responsible for responding to inquiries and comments and issuing statements about the district plan.

- An advisory board under the direction of the administrator in charge may be appointed. The board may be composed of parents, PTA leaders, and community and school leaders. The board may examine the plan, discuss the statistics and needs, assist in identifying commonly shared community values, suggest changes, and conduct an annual review of program effectiveness. Its role is advisory only. School district personnel are responsible for decisions.

- Assessed needs are the basis for specific program decisions that school personnel make under the direction of the designated administrator.

- Specific program decisions may be reviewed and critiqued first by the advisory committee and then by the school board. The advisory committee should not have authority to change the program. The school board can then make additional recommendations, changes, and additions and establish timelines before approval. Pilot testing of some parts of the program may be appropriate.

- Strategies to inform, involve, and assist parents of students will be an important part of education for self-responsibility.

- A parent may request that a child not be involved in specific classroom units. Principals may seek community involvement and, particularly, the advice of parent groups in preparing to make decisions about curriculum, instruction, training, and staff assignment.

- All school staff may be trained to recognize opportunities for reinforcing concepts of self-responsibility.

- Quality and qualifications of the instructors who teach sensitive portions of the program may be defined. Training programs may be developed; instructors who work with students in sensitive components of the program must successfully complete training. Community resource people may assist in training programs within school district guidelines.

- The district may develop a system through which the concerns of parents, students, and members of the community can be addressed after initial implementation of the program.

PERSONNEL

PERSONNEL RECOMMENDED TO PROVIDE LEADERSHIP

The individual selected to provide leadership to a program should be an educator who is committed to the goals of education for self-responsibility. Many factors are crucial in decisions such as whether to appoint an individual to coordinate the program on a full-time or part-time basis. Regardless of the nature of the appointment, the following characteristics and qualifications are important to consider when selecting the individual who will serve.

The individual should:

- have a genuine concern for the welfare of all students
- understand how to design the goals of a program in self-responsibility so that program goals are consistent with district goals
- be known, respected, and trusted by the members of the community. This is especially important in small communities.
- be particularly adept at communicating with representatives of the media and at making presentations to large and small groups. This is especially important in large communities.
- have good oral and written communication skills and be able to work with community groups
- have an understanding of causes, consequences, and trends regarding the problem of school-age pregnancy

COOPERATION: THE FOUNDATION OF A COMPREHENSIVE PLAN

A team of administrators, supervisors, and teachers who take major responsibility for designing the program will improve, through their cooperation, the probability that it will be a thoughtful and comprehensive plan.

Administrative, supervisory, and instructional personnel who participate in the cooperative efforts will vary from district to district. Members of the team may include staff representing:

- elementary education
- secondary education
- special education
- bilingual education

- specific content areas
- counseling
- school health services
- curriculum development
- professional development (inservice)
- visiting teachers (social workers)
- others

Cooperation will be essential as school staff members work with the program leader in the following stages of program development:

- compiling important information such as statistics on school-age pregnancy
- identifying program goals
- recommending possible strategies to reach the goals of the program
- collaborating to develop recommended plans for instruction in all grade levels and for meeting needs of special student populations
- working with individuals in their respective areas to explain the program and to define how that area will participate
- suggesting possible contributions by their respective areas
- identifying special needs of certain student populations such as students in special education, bilingual education, pregnant students, and school-age parents
- identifying resources
- monitoring the implementation of the program in each staff member's respective area of responsibility
- providing feedback to the program leader regarding progress in the program and recommending changes in various program components

DELIVERY OF THE REGULAR INSTRUCTIONAL PROGRAM

An important area of cooperation for school personnel is in developing the plan for instructional delivery. Because many of the program objectives cover various non-controversial topics for each of the grade levels, a schoolwide plan for implementation of these objectives is

essential to avoid duplication of efforts. A variety of school personnel may contribute by developing a plan for instructional delivery of the noncontroversial objectives that:

- is carefully sequenced in a manner consistent with sound educational theory and practice
- provides for the various subject areas to mutually reinforce other content on self-responsibility
- provides for the objectives to be met through the existing essential elements

DELIVERY OF CONTROVERSIAL OBJECTIVES

In addition to developing strategies for integrating noncontroversial objectives for self-responsibility into the total curriculum, personnel can identify multiple options for offering instruction about controversial topics.

With the assistance of school personnel, the program leader may collect and organize the information needed by the advisory committee to make informed suggestions and provide sound guidance to the district regarding the implementation of the total program.

The advisory committee may make recommendations in areas such as:

- guidelines for instruction in noncontroversial areas regarding:
  - content by grade level and subject area
  - timelines for implementation
  - guidelines for communication with parents regarding the entire program and particularly regarding controversial topics
- guidelines for modifying instruction and providing referral and/or services for students who have special needs

A committed and insightful advisory committee is expected to have suggestions. As recommendations involve various departments, the staff person representing that department should be given the opportunity to examine and respond to the recommendations and to assist with planning.

School personnel may also wish to cooperate with community agencies. To maximize limited resources and to avoid duplication of effort, referral to various agencies and organizations may be a significant component of the education for self-responsibility program. In some communities, the school district and other local agencies that provide services to youth can collaborate to improve communication and service.

In addition to providing referral services, various agency staff workers can make valuable contributions during the planning stage. Also, they may serve as presenters of training for teachers and in parent workshops. As agency personnel from local and regional offices become more knowledgeable about the locally accepted standards and expectations of a community, their offices may be contacted for help rather than state or national headquarters.

ASSIGNMENT OF RESPONSIBILITY TO PERSONNEL AT THE CAMPUS LEVEL

Each campus principal has the right and responsibility to address district objectives in a manner that is consistent with the total educational plan for the campus. Because it has a dramatic effect on the impact of the program, selection of the personnel who will work directly with students merits careful consideration.

Special assignment of personnel at the campus level may involve identifying the subject areas in which the curriculum will be taught and the teacher who will teach it. Decisions for which the principal may need to provide leadership include:

- the appropriate instructional setting in which to address noncontroversial topics
- selection of optional parts of the approved curriculum
- content areas in which sensitive topics will be addressed. Choices may differ from one campus to another in the same district but should remain consistent with local policy and guidelines for education for self-responsibility
- assignment of teachers. If the guidelines of the district permit flexibility in choosing teachers for certain parts of the curriculum, administrators may consider the professional preparation and personal characteristics of the personnel available.
- appropriate instructional settings for addressing noncontroversial objectives
- the extent to which the approved curriculum is to be taught
- which teacher(s) will teach potentially controversial elements of the curriculum. If district guidelines permit flexibility in choosing teachers for presentation of certain parts of the curriculum, administrators may wish to consider the personal characteristics of the teacher(s).

Personal characteristics of teachers who can most effectively provide instruction in education for self-responsibility include:

- ability to communicate with students on a personal level
- good judgment
- awareness of the values and concerns of the community
- trusted by the community
- dedicated to the goals of the program
- creative in their approach to teaching

For example, a campus committee may review the guidelines and discover that information about human reproduction can be taught in science, in home economics, or in health. After careful thought and discussion with students, parents, and teachers, administrators may determine that the best choice is a science teacher who will teach that unit in all science classes. Scheduling the unit may be part of a departmental plan that allows designated teachers to present specialized units about several science topics. Such tradeoffs, which should be approved by campus or central administration, should occur only within a department or grade level, ensuring that students continue to receive instruction by qualified teachers. Such an arrangement keeps to a minimum the number of teachers requiring intensive inservice for those who will be teaching sensitive areas of the curriculum.

Some schools may wish to train all teachers of a designated subject which has been specified as a primary area in which self-responsibility will be taught. Widespread training makes tradeoffs unnecessary. The disadvantage, however, is that some teachers are not comfortable addressing the kinds of issues that may arise while teaching sensitive or controversial areas, and their teaching may be less effective.

RECOMMENDED PLAN FOR INSERVICE TRAINING

Inservice training may be arranged to prepare school personnel to perform four functions:

- provide leadership. A successful program of education for self-responsibility will require commitment and cooperation from a broad base of personnel such as school administrators, counselors, nurses, and other persons in leadership and support positions in the district. Thorough understanding of the concerns regarding school-age pregnancy improves the likelihood of commitment. Training for these staff members may include the following components:
  - statistics regarding the prevalence of school-age pregnancy in the community

.. factors related to school-age pregnancy

.. ramifications of school-age pregnancy

.. the goals of education for self-responsibility

.. general principles of self-responsibility

. provide reinforcement to instruction about self-responsibility. Training may focus on ways educators communicate positive attitudes about self-responsibility, freedom from gender bias, avoidance of school-age pregnancy, self-esteem, the importance of the family, respect for others, and avoidance of exploitive behavior. Training programs may include information about community and personal resources that are available to help individuals in time of crisis and information that helps students develop self-confidence and sharpen critical thinking skills.

. provide instruction about non controversial topics. Training may focus on teaching major concepts of self-responsibility within the framework of the existing essential elements and district objectives.

. provide instruction about sensitive topics. Training may include:

.. communication skills

.. the biology of human reproduction

.. research findings about human sexuality

.. strategies for addressing decision making as an integral part of instruction

.. policies, limitations, and guidelines for teaching sensitive topics in a manner consistent with community standards and expectations

COMMUNITY INVOLVEMENT

COOPERATION

Community involvement encompasses individuals other than school personnel who help children and youth improve self-responsibility. Lack of responsibility can culminate in serious consequences for adolescents, their families, and the community. The dilemmas that result from irresponsibility are not primarily of the school's making and therefore cannot and should not be left only to schools to address and remediate. Community in the following sections includes community leaders, parents, clergy, and community-based organizations as well as students themselves.

COMMUNITY LEADERS

Some community leaders, because of positions of responsibility and high visibility, can be important advocates and contributors to a program of education for self-responsibility. They may have struggled with the by-products of irresponsibility and may have innovative, productive suggestions for programs. Furthermore, local leaders may be instrumental in helping their own groups understand the school program and serve as a source of guidance and advocacy. These leaders should be contacted early and involved in preliminary plans and deliberations.

School administrators may wish to invite the leaders to a one-day conference to examine the challenges the community faces and to consider ways to solve the problems. Selected community leaders could present the challenges from their own experiential base. Guest leaders might include doctors, clergy, law enforcement personnel, social workers, drug abuse program personnel, social agency personnel, and PTA leaders. The conferees could then engage in problem-solving exercises generating techniques useful in program development. The conference should have well-defined objectives and group work strategies that keep the conferees on task.

Community leaders may also serve on an advisory committee that represents a wide range of community groups. Groups to be represented could include health professions, religious groups, businesses, social service agencies, organizations serving youth, PTA, higher education representatives, school board members, and others. With the help of school administrators, advisory committee members can examine the indicators of need, review the programs and curricula already in place, and identify commonly shared community values. Community leaders can assist school district personnel in presentations at various community meetings as well as in presentations to their respective professional groups. Local leaders can be instrumental in establishing rapport with the media and clearing up any misinformation or misinterpretation that may follow media attention. They can also take leadership roles in making requests and recommendations to school boards. In some communities, it may be possible to identify and cooperate with one or two strong leaders

willing to make a personal commitment to helping children, youth, and families in a school setting. As much as possible, the interface between school and community should take place at the campus level. This strategy has several advantages:

- It minimizes the chance that an individual will misrepresent himself or herself as bearing the concerns of a whole group.
- It discourages participation of political groups represented by only a few families served by the campus.
- It promotes a spirit of cooperative work rather than political power.
- It provides a basis for the character of each campus to be represented in a plan of action.
- It reduces the public performance aspect of participation so that reluctant speakers are more likely to participate.

PARENTS

When school districts function from the premise that schools and parents can work together to help students become more self-responsible, a parent component is essential. At a minimum, parents should participate in decisions regarding their children's involvement in specific classroom units. However, some districts may encourage a much broader involvement in which some parents participate in all areas of planning, development, implementation, and monitoring.

One school district ensured strong parental support by involving parents in the following ways:

- PTA members attended a PTA and March of Dimes conference about school-age pregnancy.
- parents served as PTA representatives on a community advisory committee.

  parents responded to proposed program recommendations made by the advisory committee and school administrators.
- parents discussed proposed plans with members of the board of trustees at school board meetings.
- PTA executive board members helped identify candidates for special staff training and made decisions about parent workshops.
- parents previewed a special classroom session on self-responsibility prior to approving participation by their children.

- parents received booklets that included suggestions of ways families and schools can work together to foster self-responsibility.

- parents whose children did not participate in the school's self-responsibility program received home-use booklets that included developmentally appropriate study activities for use with their children.

- parents contributed to the evaluation process during the pilot test year. The principal continues to be available for questions and concerns about the pilot.

In the school district plan described above, which is still in operation, parents make decisions about their child's and their family's involvement at various grade levels. The parental involvement process is applicable to all students and is particularly important in the special education department. Because some special education students are especially vulnerable to molestation and exploitation, home and school partnerships in this area are essential.

CLERGY

Local clergy can have various roles in school district programs. Members of the clergy may serve as members of community advisory committees, may contribute reading lists from which parents can choose, and may give presentations about the needs of families and children. Some clergy will be willing to serve as advocates and can help congregations and other groups review and understand the school program. These same religious leaders can help clarify misconceptions that might arise among other individual clergy. School district efforts may give community religious institutions the impetus to expand programming in their own congregations since most religious denominations prepare printed materials about specific topics such as human sexuality. Community-wide efforts based in the schools do not replace programs in individual churches or synagogues because church programs emphasize religious values shared by church members.

COMMUNITY-BASED ORGANIZATIONS

Administrators in individual school districts can identify other institutions, individuals, organizations, and agencies that have responsibilities in related areas.

Examples are groups who work with families, children, and youth in physical health, mental health, child welfare, substance abuse, family planning, enforcement of family law, sexually transmitted diseases, counseling services, birth defects, parent education, childbirth education, housing, services for pregnant adolescents and young parents, recreation programs, and other social services. Many community-based groups employ specialists who have the skills and knowledge to help

schools plan and implement programs. They are good candidates for advisory committees, for program advocacy, and for sources of information about assistance to families.

In some cases, consultants may be housed in school buildings and may have contractual agreements with districts. Administrators must be certain that consultants do not deviate from the goals and limits of the district program and ensure that the presence of outside expertise does not signal a lack of district commitment. These individuals may be especially valuable in giving valid information and insights to parents and school staff. While a school administrator must have the ultimate responsibility for the self-responsibility program, representatives of community agencies may perform specific functions.

STUDENTS

Peers become more important to children as they enter adolescence. Peers are a common source of information about sexuality. Research findings indicate that information from peers is frequently inaccurate and errs on the side of risk. Therefore, promising programs in education for self-responsibility include assessment of the accuracy of students' information. Adolescent students can complete questionnaires to help identify inaccurate information that increases risk for early sexual activity, transmission of diseases, or pregnancy. Students in advanced classes, in leadership groups, and through student newspapers may develop and administer opinion polls and questionnaires approved by schools and parents. Student leaders can serve on community advisory committees or form student advisory groups to respond to plans. A student workshop-retreat for high school students may be a vehicle to explore ways in which children and youth can grow in self-responsibility and ways in which the community could assist children, youth, and families in meeting challenges.

Students may also be trained to serve as peer educators. Various ways for adolescents to help other adolescents have been developed and successfully implemented by Future Homemakers of America (FHA), March of Dimes, Planned Parenthood, the YWCA, and other groups. For example, the Houston Area Urban League, Inc., sponsors a workshop designed for use in school settings, community youth programs, and churches. Through the use of educational drama, the workshop presents the hazards of school-age pregnancy in a relatively nonthreatening environment.

Effective peer education takes into consideration:

- school district guidelines
- clearly defined goals
- peers as educators but not as counselors or therapists
- roles of faculty sponsors

- criteria for selection of peer educators
- involvement of parents
- development of community support

PUBLICITY

Positive, factual publicity about education for self-responsibility can be cultivated and secured from many sources and designed for any number of interested audiences. Designation of a single administrator as the one and only person to respond to queries, to initiate news releases, and to speak in community-wide meetings, maintains consistency. The designated administrator should be an experienced communicator and should be well informed about all aspects of the program. A factual and consistent message about the program best serves the needs of students.

Publicity should focus on the process of developing a local program. An appropriate process involves community and parental participation before decisions are made about how students will be involved in the program. The importance of addressing community concerns within the structure of the district process cannot be overstated. When members of the community understand the steps of the process, they can participate in it productively.

Parents' attitudes are crucial to positive publicity. Most parents desire their children to become responsible, happy, and healthy young adults. Many parents welcome the cooperation of educators in addressing the effects of premature sexual involvement and other high-risk activities. Schools can complement the efforts parents make. The best forum for discussing program guidelines includes parents and educators.

Leaders of community advisory groups or officers of parent/ teacher associations are good sources of positive interviews and quotes for news releases. It is also helpful to ask all parents who speak at school board meetings to identify their children's campuses. This practice minimizes confusion about recommendations that may be inappropriate for students of some ages. It also enables members of the Board to distinguish comments about the districtwide program from comments about programs on specific campuses.

SELECTION AND ADAPTATION OF INSTRUCTIONAL MATERIALS

TIMETABLE

Selecting appropriate materials for district use requires careful examination of what is available and how these materials are being used. What works well in one district will not necessarily work well in another where administrative procedures, ethnic composition, economic status, and values may differ dramatically. A generous schedule for reviewing materials collected from other districts or brought by representatives of publishing companies is crucial to selection of materials appropriate for use by students.

Whether written by other districts or commercially marketed, instructional materials should be carefully examined. Ample time should be outlined for a broad base of involved individuals to peruse possible materials and discuss the implications of each.

Educators should keep in mind that:

- well-developed rationales should be worked out before materials are selected when they contain explicit photographs or language
- instructional objectives should be clearly and precisely stated before selection
- materials are to focus upon self-responsibility and self-esteem and not on emotional issues such as life-styles, sexual options, homosexuality, and abortion
- materials should be appropriate for the physical, emotional, intellectual, and social maturity of students. Early prediction of the impact of specific materials improves decisions about their continued use. Both the content and the style of presentation should be considered. Annotations to the list of approved instructional materials should include specific cautions about use with students at various stages of maturity.
- materials should be accurate, complete, and up-to-date. Original sources of potentially sensitive content should be cited and reviewed.
- value positions should be made explicit in the introduction to books or in accompanying promotional materials
- materials should avoid gender stereotyping
- instructional materials should include discussion guides and bibliographies, as well as philosophies and rationales

- the selection process should involve educators, parents, and students.

SELECTION CRITERIA

The most effective instructional materials are those that promote interchange between teachers and students as the main process of learning. Selected materials can be placed in school libraries, counselors' offices, and nurses' clinics for use by individual students without adult supervision. However, the criteria for selecting these materials are entirely different from the criteria for selecting materials for use by teachers or students individually. Materials that are selected for one purpose but used for another can lead to both erosion of the quality of the programs and conflict between schools and communities. Separate review processes for instructional materials, student references, and teacher references should be established and followed explicitly.

Guidelines for selection of appropriate materials include consideration of the individuality of students who read at various paces, learn in different modes, and need differing types of reinforcement. For this reason, educators should also check materials for the following:

- clarity of presentation. Are vocabulary words, syntax, concepts, examples, and organizational features appropriate for the students?

- glossary. Are new words explained in other terms easily comprehended by students at this level?

- manipulatives and realia. Are objects and activities appropriate for bridging the gap between concepts and students' understanding of them?

- models. Do the models help students visualize something that cannot be directly observed? Do models clarify what can be observed but which might be ambiguous due to excessive detail, lack of emphasis, or variable appearance?

- clarity of objectives. Are the goals of units explicitly stated? Is the relationship between goals and objectives specifically identified?

- variety. Do the materials facilitate learning by employing several different instructional strategies, formats, and media to convey the content?

- purposefulness. Does use of the material promote student progress toward achieving specific objectives?

NURTURING A SUPPORTIVE ENVIRONMENT

CORRELATES OF SCHOOL-AGE PREGNANCY

Education for self-responsibility is designed to provide all students with the concepts and skills upon which they can draw when making critical choices about personal conduct. Research findings identify correlations of low incidence of school-age pregnancy to adolescent characteristics such as acceptable academic achievement, involvement in extracurricular activities, knowledge about the biological and sociological aspects of human reproduction, and the ability to set medium- and long-range goals. No causal relationship has been identified.

Other research findings show correlations of some characteristics of students to high incidence of school-age pregnancy. The correlates include low academic achievement, poor self-esteem, and acceptance of school-age pregnancy as a norm. No causal relationship has been substantiated with respect to these characteristics, either. Since there is no single response educators can make to prevent school-age pregnancy, the practice that has the most promise for helping students is to offer instructional programs that foster the positive correlates and discourage the negative ones. Female or male adolescents show a lack of perspective by being unaware of the many responsibilities of parenthood and envisioning the birth of a child as the ultimate expression of romantic love. An instructional program can improve this lack of perspective by providing opportunities for students to compare "and they lived happily ever after" to real-life examples.

Some adolescents need more help than an instructional program can offer. For example, some females seek parenthood as gratification for their needs for affection, love, and attention. No instructional program can single-handedly eliminate this desire. Family and community care givers are the best sources of the extensive help these students need. This help, in addition to the support of the school program, may prepare them to meet their needs.

MAKING USE OF EXISTING PROGRAMS

One of the first steps when designing curriculum is to identify relationships among programs. One example of a program that has goals related to self-responsibility is the extracurricular activity program. Students who participate in extracurricular activities must take responsibility for maintaining acceptable academic standing to participate in extracurricular programs. Furthermore, participants have a responsibility to other members of their academic or athletic team to achieve mutually shared objectives. Rules that govern student conduct provide another excellent example of an opportunity for teaching self-responsibility. Students who comply with reasonable rules enjoy associated privileges; students who ignore them suffer the consequences. From examples such as these, students can understand the long-term effects their actions have on others as well as on themselves.

Education for self-responsibility should be linked with other programs that have similar goals. For example, one desirable outcome of programs that meet the special needs of pregnant students is that subsequent pregnancies will not occur during the school years. Research findings verify that multiple pregnancies are common for some populations of female students. Educators who recognize this trend can provide an important service by taking time to discuss the impact of additional pregnancies on the lives of these students and their children.

Programs that promote leadership skills for males and females are also an important feature of building self-responsibility. It is both possible and desirable to temper self-confidence with regard for other people. Historically, ideas of male dominance have led to exploitation by males and victimization of females. Leadership experiences such as student council provide opportunities for males to recognize the need for responsible actions in many facets of life, including sexual behavior. Such experiences also provide opportunities for females to communicate clearly with other people about their values.

Service organizations that require long-term commitment to a goal also share some objectives with education for self-responsibility. Science fairs, dramatic productions, and vocational education clubs provide practice in setting goals that take time and effort to achieve. Students who have experience looking beyond the immediate effects of choices they make are more likely to behave responsibly in their personal lives.

Some students are placed in special settings due to their physical, intellectual, or emotional needs. Their sexuality is very much a part of their lives and cannot be ignored. This is especially true when their disability makes them vulnerable to exploitation. Students who are visually or hearing impaired might have more difficulty communicating about the highly personal topic of sexuality. The special needs of all students should be considered and education for self-responsibility should be adapted to meet their needs.

Students who have been abused or neglected also have special needs for affection, love, and attention. Their needs place them at high risk for seeking emotional satisfaction through casual sexual relationships. Esteem-building experiences at school can be an important factor in helping these students find productive ways to establish friendships and end the intergenerational cycle of abuse.

ASSISTANCE FOR PREGNANT STUDENTS AND SCHOOL-AGE PARENTS

HELPING STUDENTS REMAIN IN SCHOOL

Many communities and school districts in Texas are faced with increasing numbers of students who are pregnant or who are parents. These students live in rural and suburban areas as well as in the inner city, and they represent all ethnic and economic backgrounds.

Because eight out of 10 teenagers who become mothers at 17 or younger never finish high school and because 60 percent of all school-age mothers become dependent upon public assistance, schools and communities are challenged to help meet the immediate and long-range needs of pregnant students and school-age parents. Pregnancy and parenting have a dramatic impact upon the families of the students, the community, the state, and the nation. It is important, therefore, that specific programs and instructional objectives be established by representatives of the families involved, by school officials, and by community and religious leaders in accordance with school and community standards.

According to law, students who are pregnant or who are parents have a right to stay at their home school. Some school districts, however, may choose to set up special programs designed to meet the needs of students at critical times in their lives. Assistance to students who are pregnant or are school-age parents can be given in a variety of ways such as supplementing regular instruction with individualized programs, selecting special campuses to serve students, or establishing community-based programs. Whatever arrangement is selected, objectives should be determined jointly by the school and community.

School districts should establish objectives that meet the needs of the students within their community. However, some objectives are so important that they are likely to established in all districts.

Educators who conduct programs for pregnant students and school-age parents are likely to do the following:

- make it possible for students who are pregnant or who are parents to continue their education
- assist pregnant students to maintain good health and nutrition for themselves and their children
- teach school-age parents how to care for their children and to be effective parents.

School districts have a variety of programs from which they can choose to meet the needs of students who are pregnant or who are parents. Some programs are very basic; other programs are designed to meet special needs.

DESCRIPTION OF PROGRAMS

A basic program provides:

- ways for students to stay at their home schools
- instructional and health resources to meet the unique needs of the students

Administrators may also find it helpful to employ a variety of other means to meet the unique needs of pregnant students or school-age parents. They may:

- provide school nurses to assist the pregnant students (weighing, checking blood pressure, etc.)
- encourage students who are pregnant or who are parents to enroll in child development and parenting classes
- assist school-age parents in finding child care for their children
- designate a teacher or counselor to whom some released time can be given or recruit a volunteer to be the contact person or advocate for students who are pregnant or who are parents so that they will have someone they can trust to assist them when needed
- provide for home study for students who cannot come to school so they can keep up with their classes

Special programs in education for self-responsibility and school-age parent programs exist in school districts and communities across the state and nation. These programs assist students by:

- permitting them to enter school at any time during the school year (open-entry programs)
- opening the programs to fathers as well as mothers
- actively promoting continuation of education for pregnant students and during the infancy and early childhood of their children
- assisting students in obtaining the General Educational Development (GED) diploma if high school graduation is not an option for them
- providing child care either in the school or in a nearby community or church center
- establishing collaborative relations with community health, education, and public assistance programs

- assisting teen parents in getting prenatal, post-partum, and pediatric health care
- requiring students in the programs to take special courses in health, child development, and parenting
- encouraging the development of pre-vocational skills
- providing vocational education
- assisting students in identifying sources of public and private assistance
- providing counseling services to teens and their families
- organizing parent support groups for students and their families
- employing persons who understand adolescents and who enjoy working with them
- providing facilities that are accessible, attractive, and comfortable
- emphasizing the development of responsibility and self-esteem
- establishing cooperative agreements with neighboring school districts, when appropriate, to conduct joint programs
- expanding programs for pregnant students to meet the needs of new parents

FUNDING

Funding is a consideration for all programs; however, the more students who are kept in school, the more funds the school district receives. A review of these funds combined with special funds such as are available for special education, vocational education, and basic skills, when legally possible, might make a special program or variations on a basic program economically attractive.

Programs in some school districts have increased the numbers of students who complete high school, giving them a chance to become self-supporting, productive members of society and to develop confidence in themselves as persons and parents. Effective programs can make an impact on the lives of this generation and on future generations.

Regardless of setting, successful programs offer a full range of services and should be the result of a coordinated effort by the school and cooperating families, community agencies, and religious organizations.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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